

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

_____ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

_____ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

_____ Form 3 Narrative Response

_____ Form 4a LEA Projected Budget

_____ Form 4b School Projected Budget

_____ Form 5a LEA Budget Narrative

_____ Form 5b School Budget Narrative

_____ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

_____ Form 7 Sub-grant Conditions and Assurances (three pages)

_____ Form 8 Waivers Requested

_____ Form 9 Schools to Be Served Chart

_____ Form 10 Implementation Chart for a Tier I or Tier II School

_____ Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 1–Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Los Angeles		County/District Code: 1973437	
Local Educational Agency (LEA) Name Compton Unified School District		LEA NCES Number:	
LEA Address 500 S Santa Fe Avenue		Total Grant Amount Requested \$10,310,719.00	
City Compton		Zip Code 90221	
Name of Primary Grant Coordinator Ann Cooper		Grant Coordinator Title Senior Director Of Special Projects	
Telephone Number 310 639-4321	Fax Number	E-mail Address acooper@compton.k12.ca.us	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Karen Frison		Telephone Number 310 639-4321	
Superintendent or Designee Signature		Date	

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
1973437	Compton Unified School District	Karen Frison	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	
Authorized Executive:	
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

What Assessment Instruments Were Used?

The instruments used included:

- California Academic Progress Survey (APS)
- California Healthy Kids Survey
- California English Learner Subgroup Self-Assessment (ELSSA 2007 – 2009)
- District Assistance and Intervention Team (DAIT) findings and recommendations
- Western Association of Schools and Colleges (WASC 2007 – 2009) findings and recommendations
- School level checklists/observations
- Site parent, community, staff and student school climate surveys
- National Network Partnership Survey (parent involvement) (Epstein-Harvard),
- CUSD Parent Survey/Interviews
- CUSD Parent Teacher Conference results

What Types of Data Were Analyzed?

The data analyzed included:

- California Standards Testing (CST 2005 – 2009)
- California High School Exit Examination (CAHSEE 2005 – 2009)
- California English Learner Development Test (CELDT 2005 – 2009)
- Graduation rate as defined by No Child Left Behind (2005 – 2008)
- Compton Unified School District (CUSD) Academic Benchmark Tests (Math, English Language Arts, Science, History/Social Studies 2007 – 2009)
- Curriculum Embedded Tests
- Classroom data, site staff and student attendance data, site expulsion and suspension reports, to determine academic strengths, weaknesses and school climate

Who at the district and school(s) were involved in collecting and analyzing data?

Stakeholders, reflecting a wide range of perspectives from CUSD District and School Administrators, District Advisory Council (DAC), School Staff, School Site Council (SSC-parents, students, teachers, classified personnel), business partners, Compton Education Association Representatives (Compton Teachers' bargaining unit), and DAIT Team providers; reviewed, analyzed, and gave oral and written suggestions and recommendations on district/schools'

process, demographic, administrative, perceptual, and student achievement data using a variety of state, local and site formative and summative assessment instruments.

What was the process used for analyzing the data and selecting intervention models?

Process

The stakeholders met in small and large groups, with and without Central Office Administrators. Principals, Assistant Principals, grade level and subject matter teams, union representatives, community members, alumni, classified personnel, and other stakeholder focus groups, participated in data chats with Associate Superintendents to analyze Adequate Yearly Progress (AYP), Academic Performance Index (API), Annual Measurable Achievement Objectives (AMAO) and the distribution of Highly Qualified Teachers (HQT). Data were used to determine student academic and social strengths and needs, and to provide information for the selection of the appropriate 1003(g) Improvement Model.

Action Step	Timeline
District office created a district level SIG Team comprised of the Superintendent, Associate Superintendents, California Teachers Association Executive Director, and Compton Education Association President, and school level administrators.	Early March 2010
District SIG Team assigned a SIG Facilitator for each school site.	Mid March 2010
SIG Facilitator collaborated with school site leadership to develop school site SIG team.	Late March-May 2010
Using multiple assessment tools, school site SIG Teams identified school wide patterns and trends over several years regarding student achievement and teacher and administrator qualifications, experience, and effectiveness (see above).	April-May 2010
Findings of data analysis were shared internally with advisory committees.	April-May 2010
School site SIG Teams collaborated with DAC, ELAC, SSC, alumni associations, and community and business partners to gather input and decide what intervention model would be most effective.	April-May 2010

District Level Community Forums

DATE:	LOCATION:	TIME:	HELD IN:
Wed., April 21	Kickoff Forum CUSD District Office 501 S Santa Fe Compton, CA	5:00 PM - 7:00 PM	Board Room
Wed., April 28	Roosevelt Middle	5:00 PM - 7:00 PM	Auditorium
Thursday, May 13	Enterprise Middle	5:00 PM - 7:00 PM	Auditorium
Saturday, May 22	CUSD District Office 501 S Santa Fe Compton, CA	10:00 AM -12:00 PM	Board Room
Thursday, May 27	Parent Center @ Kelly Elementary	9:00 AM - 11:00 AM	Parent Center Meeting Room
Thursday, June 3	Foster Elementary	5:00 PM - 7:00 PM	Library
Monday, June 7	CUSD District Office 501 S Santa Fe Compton, CA	5:00 PM - 7:00 PM	Board Room

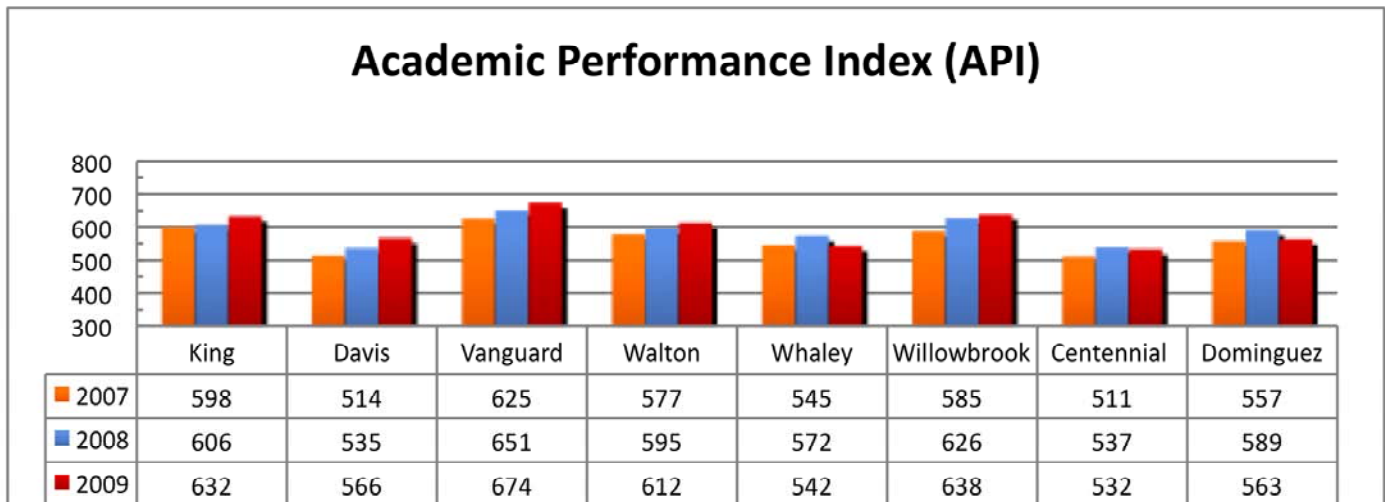
District Level SIG Facilitators Meetings

DATE:	LOCATION:	TIME:	HELD IN:
April 26	District Office	11:30 AM – 1:00 PM	Conference Room
May 3	District Office	11:30 AM – 1:00 PM	Conference Room
May 10	District Office	11:30 AM – 1:00 PM	Conference Room
May 13	District Office	11:30 AM – 1:00 PM	Conference Room

School Level Meetings with Superintendent, Associate Superintendents, Compton Education Association Union Leadership, California Teachers Association Executive Director, and Parents

Date	Time	School
Monday, March 29, 2010	3:00 p.m.	Walton Middle
Tuesday, March 30, 2010	3:00 p.m.	Whaley Middle
Monday, April 12, 2010	7:30 a.m.	Vanguard Middle
Monday, April 12, 2010	3:00 p.m.	Dominguez High
Monday, April 19, 2010	7:30 a.m.	Centennial High
Wednesday, April 21, 2010	7:30 a.m.	King Elementary
Thursday, April 22, 2010	7:30 a.m.	Willowbrook Middle
Thursday, April 22, 2010	3:00 p.m.	Davis Middle

The findings for the (8) schools selected for the intervention model in Compton Unified School District are based on our California Statewide Achievement Test and our district benchmark assessments. The results are two-fold. In the first section, Academic Performance Index (API) and Adequate Yearly Progress results are analyzed followed by the second section that provides a more in-depth analysis of each school using a variety of performance indicators.



The chart above depicts the API scores for the last three years for all schools in Compton Unified that is required to select an intervention model. There is 1 elementary (King), 5 middle (Davis, Vanguard, Walton, Whaley and Willowbrook), and 2 high schools (Centennial and Dominguez). California requires a minimum API score of at least 650; all schools were well below the statewide performance target of 800.

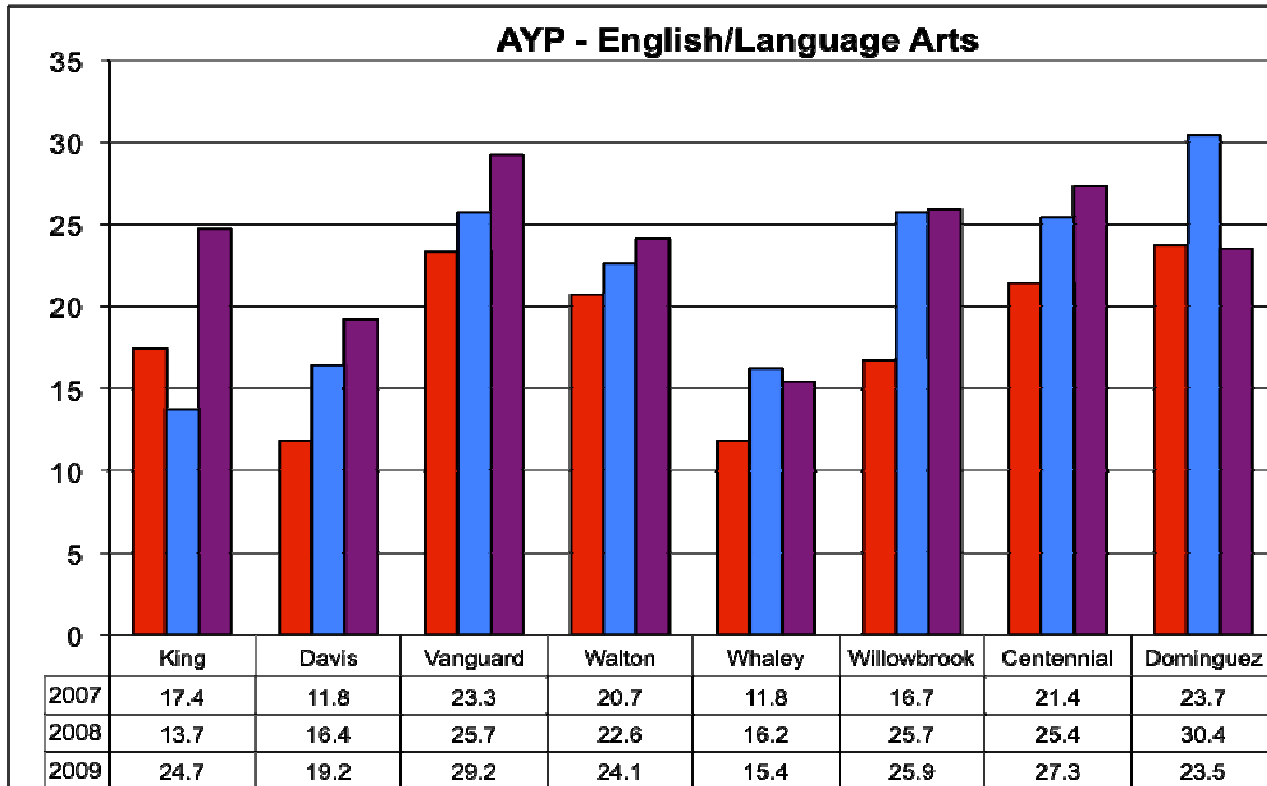
King Elementary School increased school-wide API points during the last two school years. Though there was a seven-point increase in API points in 2007, the school did not meet its growth target for 2007 or 2008. In 2009, the school grew twenty-six-points. As a result, King Elementary made its API target school-wide. However, the school's API score is still well below the California State target of 800.

Four (Davis Vanguard, Walton and Willowbrook) out of five middle schools grew in API points over the last three years. In 2007, Davis, Walton and Whaley did not meet its API target. In 2008, Walton was the only school out of the five middle schools that did not meet its API target. In 2009, Whaley was the only school that did not meet its API target. The API growth for all middle schools has been up and down over the last three years. No middle school has made its API target three years in a row.

In 2007, neither Centennial High nor Dominguez High met their API growth target. In 2008, both schools met school-wide growth targets. However, neither school met its target for 2009. Both high schools are below the state's required minimum target and well below the proficiency target of

800.

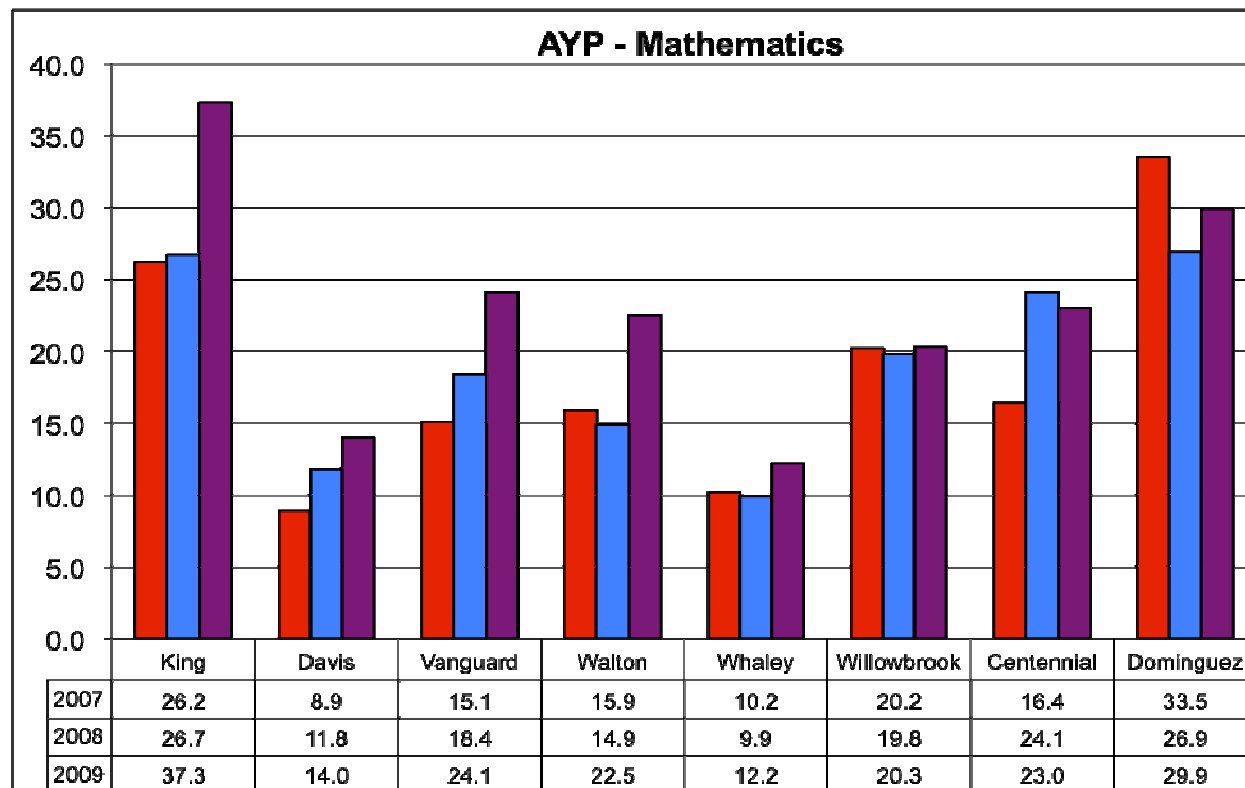
API scores are only one of the indicators CUSD used to measure achievement; however the API results show that there is an upward growth trend for King Elementary, Davis Middle, Vanguard Middle, Walton Middle and Willowbrook Middle. Though the growth is small, it is worthy of attention and shows positive movement. Similar positive growth patterns and trends are found in analyzing Average Yearly Progress (AYP) for all of the e selected transformation intervention schools.



The above chart depicts the English Language Arts Average Yearly Progress (AYP) for all schools required to select an intervention model. According to the English Language Arts AYP results, Davis, Vanguard, Walton and Willowbrook experienced small gains in percentage points last year in English Language Arts. Though the target was 46.0 Percent for ELA, King Elementary made the AYP target, through a “Safe Harbor” designation. King Elementary School experienced an eleven-percentage point gain in English Language Arts. Prior to 2009, King Elementary did not meet its AYP for 2007 or 2008.

For the past three years, none of the identified middle schools have met their AYP target in English Language Arts. Though there was a small increase in percentage points last year for all schools, scores failed to meet the minimum required score of 45.0% for ELA. In fact, there is almost a twenty-percentage point difference between the California state minimum proficiency requirements and the middle schools results.

The low performing Compton Unified high schools' and middle schools' AYP results are similar. Centennial High experienced small percentage gains during the past several years; however the results are far below the California state proficiency level. Centennial is twenty percentage points below the state's minimum proficiency level. Dominguez High experienced a small increase in percentage points in 2007 and 2008. However, in 2009, the school experienced a decline ELA percentage points. Currently, Dominguez High is twenty-percentage points below the statewide minimum proficiency requirements.



The Average Yearly Progress (AYP) chart for Math depicts an increase in scores for King Elementary, the middle schools (Davis, Vanguard, Walton, Whaley, and Willowbrook). At the high school level, Centennial decreased one percentage point and Dominguez increased three percentage points in Math.

At the elementary level, King made AYP in Math through "Safe Harbor" in 2009. The math score increased by ten percent. Prior to 2009, the AYP Math growth was statistically insignificant.

Walton, Whaley and Willowbrook Middle Schools experienced a decline of one percentage point from 2007 to 2008. Though these schools showed a positive increase the following year, the results show that none of the middle schools are on track to make this year's AYP target for Math.

The two identified high schools Centennial and Dominguez did not meet their Math AYP targets for

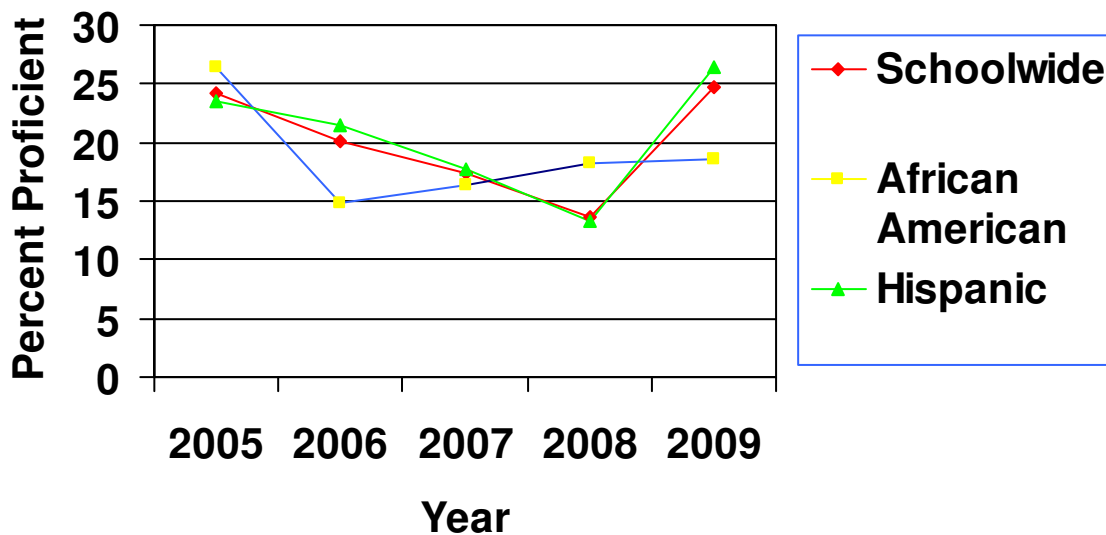
Math for the last two years. Neither school will meet the new AYP target for Math unless rapid change occurs.

Overall, all schools are in need of an intervention model. The next section provides more of an in depth analysis for each school.

King Elementary

King Elementary School met their AYP in the last two school years. In 2009, King met their AYP in ELA and Math in 2009 based upon the safe harbor provision of NCLB (2001). During the past five years, the school AYP reached its peak of 660 in 2005. During the successive two years it dropped to 612 and then 598. It has slowly started increasing again with the 2009 school wide AYP reaching 632. The African American subgroup has had great fluctuations in scores and has moved from the highest performing in 2005 to the lowest performing in 2009. The subgroup had a sharp decrease in 2009, dropping from 653 to 602. During that same period, the Hispanic subgroup increased from 598 to 639. Examination of the API growth data over the last seven years reveals that there was a school wide growth of 104 points, English Learners had a negative growth of 21 points, African American students had a negative growth of 17 points and Hispanic students grew 97 points.

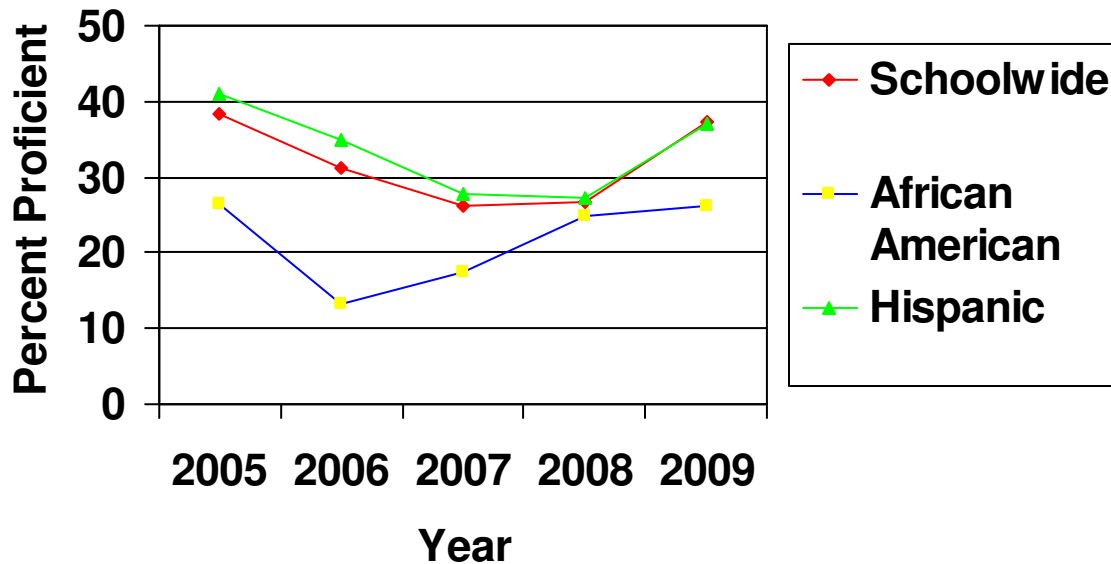
AYP-ELA



During the past five years, the same trend has been displayed in the AYP scores in both math and language arts. The language arts AYP had a peak of 24.2% in 2005 and then dropped each year to a low of 13.7% in 2008. In 2009, the score returned to virtually the same percentage (24.7%) attained in 2005. The African American subgroup was the lowest performing subgroup scoring 18.5% proficiency for the 2009 school year. During the 2009 school year, the number of proficient and advanced students increased from 15% to 41% increased in grade 2, increased from 6% to

19% in grade 3, decreased from 23% to 17% in fourth grade and increased from 11% to 23% in grade 5.

AYP-Math

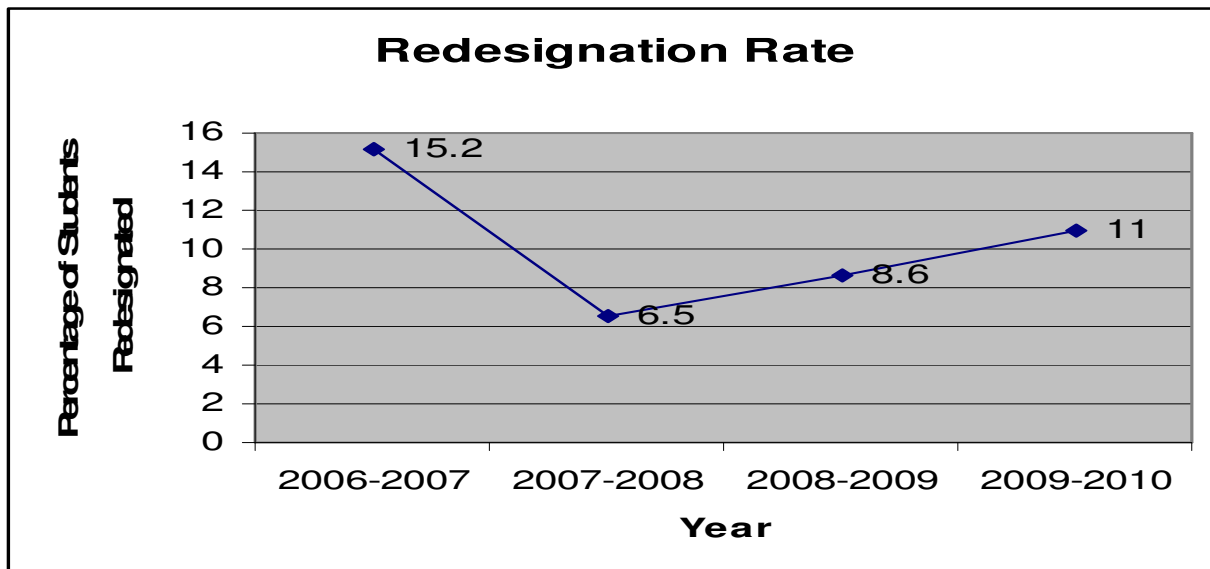


The math AYP had a peak of 38.3% in 2005 and then had three successive years of decreases with a low of 26.2% in 2007. It returned to 37.3% in 2009. The African American subgroup was the lowest performing subgroup, with a severe decline in performance from a high of 26.5% in 2005 to a low of 13.3% in 2006. During the 2009 school year, the number of proficient and advanced students increased from 28% to 46% in grade 2, decreased from 33% to 28% in grade 3, decreased from 23% to 19% in 4th grade and increased from 19% to 28% in grade 5.

Behavior & Attendance

The attendance data reveals that King has met the district expectation of 97% attendance rate since the 2006-2007 school years. The school suspension data reveals a high rate of suspensions during the 2008-2009 school years. The school has the fifth highest rate of suspensions of the 24 elementary schools in the district. Ninety students, 15.1% of the school population were suspended. Forty five of the students suspended were English Language learners, 22 special education students, 52, Hispanic students and 38 African American students.

Language Proficiency & Development



The number of English Language learners at the school site has been slowly increasing during the last five years. The peak percentage of ELL students occurred in 2007-2008 with 74.9% of the student population identified as English Language Learners. Although the number of ELL students has been increasing, the reclassification rate of these students had a peak of 15.2% in 2006-2007, and then had a sharp drop to 6.5% in 2007-2008 and 8.6% in 2008-2009. The identified need is to focus on increasing the language development of ELL students in order to reclassify more students.

Barriers for Student Achievement

The King Elementary School Transformational Team decided to use the framework presented by Dr. Larry Lezotte in order to improve the culture of the school and student achievement. The seven correlates include: A clear and focused mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn / student time on task, safe and orderly environment and home/school relations. Based on these correlates, we have identified barriers that affect student achievement and have prevented us from reaching our goals.

The first correlate is the development of a clear mission/vision. There hasn't been a consistent school wide vision of what King Elementary should do and be. There has been limited instructional leadership and infrequent professional discussions regarding school expectations. Due to this there can be no buy-in by administration, staff, parents and students. It is essential that all staff members have a clear understanding of their roles and expectations, and that everyone collaborates in creating and consistently follows the school plan.

The second correlate is development of a climate for high expectations. Currently, several staff members have accepted low student achievement due to students' socio-economic and cultural obstacles. Furthermore, there is inconsistency from room to room on student work standards.

Every student, parent, and teacher must know what is expected of him/her and there must be multiple opportunities to experience success. This means that we must provide students with clear, focused instruction that is tailored to their needs. There must be the expectation that all students will succeed, and therefore the instructional program should match those expectations. We must provide specific instruction for the English Learners as well as the English Only students. It will be critical to provide support to all students so that both high and low achieving students have multiple opportunities to experience success and make significant academic growth.

The third correlate is strong instructional leadership. King has had several principals over the last 5 years. As a result, the school has not clearly implemented an effective plan or goals. Furthermore, teachers and students have become confused about expectations of the administrator. It is essential that the principal effectively and persistently communicates the mission to the staff, students, and parents. She must provide strong instructional support, continuously monitor instruction and student performance, lead professional development, convey high expectations for all, and develop a collaborative community with teachers, parents, and students. It is also essential that instructional leadership is developed throughout the school, with teachers taking ownership of professional learning and providing leadership from every position.

The fourth correlate is frequent monitoring of student progress. Currently we assess the students regularly but too often data is not effectively used to drive instruction. Additionally, there is inconsistency in the quality of assessments across grade levels. The school must continue to monitor student performance through bi-weekly assessments. However, it is essential to share and discuss the data more frequently with colleagues in order to quickly adjust the instructional program. It is also essential that all of the data is shared with parents and students on a regular basis. Data must be displayed throughout the school so that every stakeholder has a clear understanding of where the students are and where they need to be. The data must be used to develop clear intervention plans for the students and therefore establish a strong intervention program school wide that targets the specific needs of each child.

The fifth correlate is opportunity to learn and time on task. There has been a lack of consistency in behavior expectations for students. There hasn't been a school wide discipline plan that is enforced by all staff members. There is also an inconsistent enforcement of tardiness, early pick-up, and absences of students, which has led to students missing out on critical instructional time. At King there have been constant changes in direction and instructional strategies. Student behavior is a constant issue and causes lots of wasted time. There must be an established schedule of instructional time and teachers must allocate a significant amount of time to essential skills. The greatest area of weakness is in language arts, so there must be an intense focus in this area, with a large portion of time devoted to small group instruction focused in reading.

The sixth correlate is the establishment of a safe and orderly environment. There has been a lack of consistency in behavior expectations for students. There hasn't been a school wide discipline plan that is enforced by all staff members and a consistent school wide reward system that encourages good citizenship, academic performance or attendance. The surrounding community is also struggling with gang participation, so many of the students have had early exposure to gang life and behaviors. There must be the development of a clear school wide discipline plan as well as an incentive plan. The school needs to focus on developing a positive culture, one in

which parents, students, and staff take full ownership of the school and all activities that take place. There must be a focus on developing a welcoming environment with a clean campus and student work displayed throughout.

The final correlate is the development of strong home/school relations. The school has had difficulty with parental involvement. There are 17 active volunteers who each average 40 hours of volunteer support monthly. Their support includes: preparing classroom material, office support and some classroom support. We have struggled with parent participation during educational events. During our math and literacy nights, we had only 10 families participate. During Back to School Night we had 60% turnout and during Open House we had a 40% attendance rate. There is high parent participation during cultural and holiday celebrations such as Kite Day, Halloween, and holiday assemblies. The school community liaison holds monthly parent workshops. There are usually 10-20 attendees at the workshops. The principal holds monthly coffee with the principal during which she answers questions and provides information. These meetings are generally attended by 10-20 parents. The PTA has had limited participation with only 20 members joining the organization for the 2009-2010 school year. The school needs to provide regular communication to parents and provide them with multiple opportunities to participate in the education of their children. Parents should be informed regarding the progress of their children, events at school, and how they can assist their children to be more successful.

Use of CA standards-aligned instructional materials and targeted interventions:

King Elementary utilizes state adopted instructional materials in all core content areas. The core content materials include:

- English-Language Arts: Open Court
- English Language Development: Avenues
- Mathematics: McMillan McGraw Hill
- Science: Scott Foresman
- Social Studies: Scott Foresman

Instruction in the classroom is supplemented with standards based support materials including:

- Standards Plus
- Bell Works
- Buckle Down
- The Write Connection

Additional support is available through limited use of technology including:

- Accelerated Reader
- Star Fall
- Education City

Intervention currently takes place in the classroom when teachers provide small group instruction during language arts workshop. Teachers use core materials and supplemental Open Court materials to re-teach standards that students haven't mastered. Teachers select students for intervention based upon bi-weekly grade level standards based assessments. Additionally, the English Language Arts and English Language Learners Specialists identified fourth grade students that were not mastering key grade level language arts standards and provide small group pull-out

instruction two days per week. The two instructional assistants are utilized in kindergarten and 1st grade to provide small group push-in assistance as directed by teacher lesson plans.

The school began to pilot Rtl and assessed the fluency rate of all 3rd-5th grade students using AIMS Web. The students identified as most at risk receive pull-out instruction two days per week from two intervention teachers, with lesson plans designed by the curriculum specialists. A new intervention program has been designed for the 2009-2010 school year, with each grade level and each teacher receiving push-in assistance from a highly-qualified certificated staff member three days per week, with a focus in language arts.

Curriculum Pacing and appropriate use of Instructional Time:

King teachers utilize the pacing guide created by the district curriculum and instruction office. The pacing guides have been aligned to ensure that all key standards are taught prior to CST testing. At King, each grade level has met as a unit and created a backwards design curriculum plan for the school year. The grade levels identified: the expectations for students upon exiting the grade level; the standards that must be addressed monthly in language arts, math, science and social studies; standards to be tested during bi-weekly assessments; daily schedule for the grade level; beginning of the year assessment tools; and grade level behavioral expectations.

Grade level teams meet weekly in professional learning communities to discuss weekly plans, pacing, instructional practices and differentiation for students. This provides teachers with the opportunity to collaborate and provide consistent instruction across the grade level and throughout the school.

Faculty professional development, collaboration and instructional support:

King teachers participate in professional development at the school and district level. The teachers, principal and curriculum specialists have provided training to the staff in: Objective writing, Thinking Maps, Vocabulary strategies, SDAIE, data analysis, Swun lesson design, cooperative learning, SDAIE strategies and mini-lessons. These professional development trainings take place during the weekly staff meetings. In addition to school based trainings, the teachers have received additional training by the district in: Rtl, universal template in language arts, universal access for ELL students, swun math, and strategies for English-only students.

In addition to professional development during weekly staff meetings, each grade level participates in professional learning communities. Teachers meet with grade level colleagues and discuss student achievement, test results and strategies for meeting students at their specific level.

The principal and curriculum specialists meet to identify areas of need for both teachers and students, and the specialists provide coaching for teachers and support for student interventions.

Capacity to develop, access and analyze student performance data to inform and modify instruction:

Teachers have all been trained and have access to Data Driven Classroom, an internet based information database that houses data on student achievement. Teachers use the system to access student results from CST's as well as district benchmarks each trimester. Each grade level has designed bi-weekly assessments that target the identified standard for the week. The test

development process is still in its beginning stage, as several of the tests lack the rigor necessary to truly identify mastery of a standard. The teachers have begun to use the assessments to create differentiated lesson plans for workshop, but that too is in its infancy stage as teachers try to modify and design instruction based upon the results.

Alignment of federal, state and private fiscal resources to support school improvement:

King Elementary will use the SIG funds to build the capacity of teachers through focused professional development, extend the learning time for all students, increase the access to and the use of technology, provide intervention for students based on data analysis, and develop strong relationships with the parents and community. In order to achieve these the strategies that King will use includes: formation of two computer labs, establishment of 6 computers in every classroom, monthly grade level specific trainings for parents, data meetings between parents & teachers, early start to the school year, extended school day and purchase of materials. The specific materials and funding required are detailed in the budget narrative and forms.

Staff effectiveness including but not limited to methods of instruction, experience, subject expertise and ability to support intervention model

The staff consists of highly qualified individuals who have the certifications to provide instruction to all students. The certificated staff consists of 31 classroom teachers, 3 part-time curriculum specialists, 1 part-time RSP teacher, 1 counselor, 2 instructional assistants and 1 principal. 78% of the staff is tenured with all teachers certified to provide support to English Language Learners. 84% of the staff have CLAD's while 15% have their BCLAD. Trainings led by the principal and curriculum specialist during weekly meetings include: thinking maps, data analysis, SDAIE strategies, mini-lesson development, and math strategies. The staff has also participated in district professional development including: Swun math, Universal Access for ELL learners, Rtl and Mobi Training. Additionally, some staff members have attended the QEIA conference and the NCUST conference. Additionally, the staff has had the opportunity to visit high performing schools and observe their practices.

In his research on effective schools, Dr. Larry Lezotte identifies the seven correlates of high performing schools. One of the correlates is instructional leadership. High performing schools place a premium on the importance of the contribution of all members of the staff. All staff members need to be trained in the strategies, skills and programs that are the focus of the school. Dr. Lezotte identifies the critical need to develop staff capacity and ensure that all members of the school are resourceful, bold, and dedicated to the mission and vision of the school. The staff at King Elementary consists of highly qualified individuals. Several teachers have extensive training in various strategies and instructional practices, so their knowledge needs to be tapped and used to provide professional development for their co-workers. There needs to be a more focused professional development plan that incorporates use of in-house expertise. Staff needs the opportunity for continued visitation to high performing schools and the opportunity to interact with colleagues in order to discuss research based instructional strategies that will improve student achievement. Additionally, a focus on professional development that will target the needs of the African American student population is essential to target the subgroup that is struggling at the school. The staff will also be participating in Take One training, a program designed to prepare teachers for National Board Certification.

practices increase their effectiveness and thus improve student achievement.

Davis Middle School

- **Achievement data:**

	2007	2008	2009
API	514	535	559
ELA AYP	11.8%	16.3%	18.7%
Math AYP	8.9%	11.8%	12.7%

Davis has shown incremental progress in its API and AYP from 2007-2009. This incremental growth demonstrates the growing capacity of Davis' leadership and teaching staff to execute transformation. SIG funding will help to increase the capacity of Davis' teachers to improve instruction and support students who struggle—especially in upper level math and English.

Barriers to Student Achievement

As Educators, we know that students need a safe, clean, nurturing learning environment. Students also need to feel a sense of the relevancy of their instruction to their lives and their futures.

Barriers to student achievement include but are not limited to:

- Limited staff and student **Trust**, in each other, themselves, and/or the instructional process
- Meaningful goal setting
- Language and Literacy issues that impede parent/school communication and cooperation.
- Student and staff attendance to ensure that sufficient instruction is given and received
- Lack of sufficient outreach interventions to correct or minimize at-risk conditions that exist in the home or family life of students. (Incarceration of parent or sibling, homeless condition, gang pressures, medical and/or mental disabilities, etc.)
- Limited reading and writing skill for all of students needed by all students to succeed.
- Interventions for African American and Latino males to acquire and use socialization skills such as: conflict resolution, positive peer interaction strategies, creating and sustaining positive relationships
- Some students in schools report there is no adult in the school with whom they feel they can discuss these issues, and many of these students come from underrepresented social or cultural groups.
- Limited support to connect Student Experiences with Global Issues
- Limited resources that go beyond the textbook
- Limited strategies, supports and resources to provide support for teachers new to the profession or new to the subject area.
- Limited safety nets to ensure college and career readiness for all student

Use of CA's standards-aligned instructional materials and targeted interventions:

Davis uses California state board approved standards aligned instructional materials and targeted interventions to support teaching and learning: Holt textbooks for English instruction, Glencoe textbooks for math instruction, and Read 180 for reading intervention. Davis uses additional research based supplemental intervention materials and resources focused on specific standards to meet the needs of struggling students. SIG funding will allow Davis to increase its arsenal of intervention strategies, including frequent standards-aligned formative assessments which are used to monitor student understanding of the California subject-content-grade level standards.

GRADE 6 CORE	INTERVENTION
Holt Literature & language Arts (6)	Read 180 & Accelerated Reader
Holt Handbook (6)	
Holt Ancient civilization (6)	
Focus on Earth Science (6)	
Mathematics, Concepts & Skills & Problems (6)	Fast Forward & Buckle Down in Math

GRADE 7 CORE	INTERVENTION
Holt Literature & language Arts (7)	Read 180 & Accelerated Reader
Holt Handbook (7)	
World History: Medieval to Modern times (7)	
Focus on Life Science (6)	
Mathematics, Concepts & Skills & Problems (7)	Fast Forward & Buckle Down in Math

GRADE 8 CORE	INTERVENTION
Holt Literature & language Arts (8)	Read 180 & Accelerated Reader
Holt Handbook (8)	
United States History: Independence to 1914 (8)	
Focus on Physical Science (6)	
Algebra 1, Concepts & Skills and Problems (8)	Fast Forward & Buckle Down in Math

Curriculum pacing and appropriate use of instructional time

Davis utilizes the pacing guides created by the district's instructional council. These pacing guides have been aligned to California State Test standards. Davis has sent many representatives to work on the district-wide instructional council. The Instructional Council (IC) allowed the Davis staff to have significant input into site teaching and learning. The Instructional Council has also heightened and increased the depth and breadth of teacher leadership and pedagogical skills of its

Instructional Council representatives.

Faculty professional development, collaboration and instructional support

Davis participates in district-wide, cross-school professional learning communities (PLCs). Davis teachers have collaborated with higher performing schools throughout the district and engaged in conversations about teaching, planning, assessment, and intervention. Davis has been communicating closely with other sites for promising practices to develop Davis' response to intervention (Rtl infrastructure. As a result, Davis is studying ways to revamp its bell schedules, master schedules, and professional development scope and sequence to foster deep, ongoing collaboration amongst teachers who teach the same subject and grade. SIG funding will further Davis' ability to collaborate with higher performing schools in and out of the district and institutions of higher learning throughout the state facilitating a continuous conversation about teaching and learning in a professional community of practice..

Capacity to develop, access and analyze student performance data to inform and modify instruction

Through the district's Instructional Council and intra-district school PLCs, Davis has begun to increase its capacity to develop, access, and analyze student achievement data. These cross-school meetings have spurred Davis' leadership and staff to build an infrastructure which facilitates ongoing formative assessments of student learning and teacher collaboration around core instruction and interventions. SIG funds would allow Davis to provide teachers and administrators with a framework for recording and discussing their work within the format of professional meetings with colleagues.

Alignment of federal, state and private fiscal resources to support school improvement

Davis will align General Funds, SIG, Title I, Title II, Title III, Title IV, EIA, ELAP, and state and federal funding to help build and sustain the instructional and leadership capacity of teachers, specialists and paraprofessionals; close the achievement gap and develop new methods and strategies to support learners K-12, who struggle in the core classes. All students K-12 will be prepared to college and career ready by the end of Grade 12.

Strategies include: assessing all struggling students in ways other than grades and norm referenced and CELDT test scores; providing Rtl for struggling students, providing intensive interventions for Students with Disabilities; accelerating English language acquisition for English Learners; providing high quality job-embedded, curricula-specific, professional development; ongoing support for teachers; effective, continuous monitoring of student progress; using specialists to support teachers and accelerate instruction in math and English; secure research based instructional materials for struggling students and English Learners enabling them to master standards; transition supports between and increasing and extending learning time.

See forms 4b, 5b, 10, and Section 8 for more details and the CUSD plan for sustaining reforms.

Staff effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model.

District-wide professional learning communities were implemented district-wide in order to promote collaboration and data analysis. Davis teachers have been discussing ways to measure teacher effectiveness and allocate support for teachers who need it. Some of the ideas include portfolios and instructional rounds to help provide necessary resources for teachers to develop the capacity to improve instruction and boost student achievement, especially in upper level math and English.

Davis Middle School's student population is very academically diverse. To address the needs of all learners, we will continue to implement differentiated instruction in all classrooms. Teachers will vary their instructional practices and approach to provide targeted intervention for students based on ongoing assessment data, observation, and student academic needs.

The following programs will be established to address all students:

Advisory-Intervention Period All students will participate in a 30 minute advisory period that addresses the target areas of growth, algebra, writing and English language arts. This first period of the academic day will capture the necessary skills that each student is expected to acquire. This period enriches the proficient/advanced students and challenges the basic and below basic students. The information and data acquired will facilitate the adjustments necessary to accommodate the needs of the Extended Day Academies.

Extended Day Academies The end of the regular school day will be extended to address the underachieving students, those who are struggling academically in Math, English Language Arts and writing. Students will receive intensive standards-based instruction based on assessment data.

GATE Enrichment The underperforming identified GATE students will be clustered to address performance expectations and engage in challenging activities and assignments that go beyond the typical academic curriculum.

Parent Curriculum Classes Parents will have the opportunity to become familiar with the Math and English Language Arts curriculum by attending classes similar to the student's academic lessons. These classes will be conducted by teachers and scheduled before, during, after school, and during the summer. The scheduling and staffing will be based upon the parent responses. Initially the classes will be offered to 6th grade parents to familiarize them with the curriculum and

establish a stable school to home relationship.

Adopt a Student Mentoring Program- Identified At-risk students will be adopted by staff members to help build positive one on one relationship. Each staff member will become the students' primary contact to offer academic support.

Video Conferencing Center

Technology is an integral phase in the development of critical thinkers and well-rounded students. It has not been proven that technology actually improves student performance, but it enhances the learning process. The proper alignment of technology within the curriculum structure allows for further discussion and discovery. Teachers and leaders should also be given the opportunity to utilize technology for their own professional growth. Conference calls, webinars, video conferencing are a means of sharing when time and/ or funds to travel are not plentiful, but collaborative discussions are a must.

Technology Capacity

The CUSD data network is composed for 40 locations within a 6 mile radius connected to the District office located at 501 S Santa Fe Compton CA. As of 9/1/2010, WAN links will provide a minimum of 10MBs (point-to-point connection) bandwidth from each site to the District office. The District office connects to the Internet via a 50Mbps connection through LA County Office of Education (LACOE).

All network equipment from the core to the edge devices are all Cisco. Each site contains either a 4K or 6K core switch with a 3845 Cisco router serving as a site gateway device. Edge devices are either Cisco 3548, 3550, or 3524 switches. The District office uses two 7200 Cisco Routers to terminate all site data connections.

Last year, CUSD integrated its telephone network via a CISCO VOIP solution and will be updating the Call Manager system software to version 7 during the summer of 2010. Each site will be equipped with the necessary equipment and materials to create a Video Conferencing Center. Technology is an integral phase in the development of critical thinkers and well-rounded students. It has not been proven that technology actually improves student performance, but it enhances the learning process. The proper alignment of technology within the curriculum structure allows for further discussion and discovery. Teachers and leaders should also be given the opportunity to utilize technology for their own professional growth. Conference calls, webinars, video conferencing are a means of sharing when time and/ or funds to travel are not plentiful, but collaborative discussions are a must.

In summary, the current configuration allows for the most flexibility in establishing videoconferencing at the eight PLAS sites, while effectively managing additional costs. A video conferencing solution can be integrated with the existing infrastructure. The system is actually designed to accommodate CUSD data, voice and video needs on the same network. Adding video conferencing to the existing system will require some configuration adjustments which can be done in-house. A Reform Technician will assist all sites with conferencing set-up, training, troubleshooting, and minor upkeep. A location at each site will be assessed and identified to best meet the needs of the required materials.

The video conferencing center will be utilized to facilitate the professional development of **teachers and administrators**:

1. Take One site discussions
2. Webinar Training
3. On-line classes
4. PLC collaboration with other PLAS sites
5. Sharing student work
6. Transformation/ PLAS Meetings
7. Neighboring District collaboration

The sites video conferencing center will be utilized to facilitate extended learning opportunities for **students**:

1. On-line learning labs/classrooms
2. Cooperative learning classes within the District
3. Cooperative learning classes in and outside of State
4. Virtual Field trips

The video conferencing center will be utilized to facilitate **parent and community** involvement at the most convenient site:

1. Semester Curriculum Overview
2. Core Subject Classes for Parents
3. Webinars to showcase available community resources
4. Webinars to showcase curriculum /achievement highlights
5. An option for community outreach efforts

Research indicates that students taught by effective teachers make higher achievement gains on achievement tests. Davis' teachers and leaders have been investigating ways to increase and measure teacher effectiveness, provide differentiated support for teachers at all levels of their teaching careers and in all subject matter, reduce teacher turnover rates and keep our best teachers in the classroom. **CUSD** and the **Compton Education Association (CEA-Teacher's Union)** have formed a collaborative partnership to implement whole school reform using the **National Board for Professional Teaching Standard's Take One** as the pivotal component of the each school's continuous Professional Development Plan. **Take One** is part of the CUSD's

goal for all teachers to become **National Board Certified. Take One** was developed by **NBTS** and is being used in all CUSD schools identified as lowest performing. The areas certified for **Take One** may be used to obtain **National Board Certification**. Davis' staff will participate in year long professional development through **Take One** strategies and activities which include:

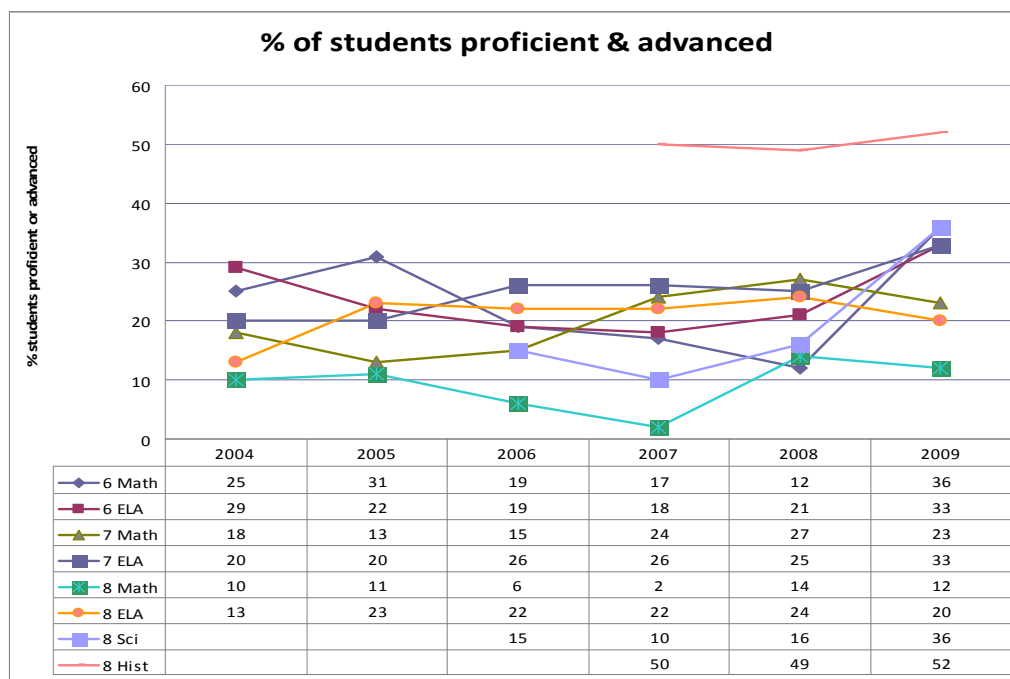
- Understanding Performance-based Assessment and Evidence Centered Teaching
- Portfolio and the Architecture of Accomplished Teaching
- Establishing Learning Goals for Students
- Coherent Instruction-What it is and How to design It
- Writing About Teaching
- Developing a Positive Learning Environment
- Analysis an Reflection: Revising Written Commentaries
- Enhancing Instructional Decision Making
- Understanding the Assessment Process

Site principals at the **Transformation Schools** will participate in **Take One** with the teaching staff. Effective principals as instructional leaders and organizational change agents are essential to the advancement of effective school reform.

Compton Education Association has agreed to discuss issues and topics around incentives, policy changes, teacher and administrator monitoring and evaluation procedures.

Vanguard Global Leadership Preparatory Academy

• **Achievement data:**



Vanguard's API scores have risen from 614 in 2006 to 673 in 2009. The rate of API growth has gained momentum over the last two years. Vanguard's API is projected to be 750 in 2011, if the current rate of growth is maintained. This upward trend provides evidence of the transformation that has begun to occur and indicates that with increased, targeted reform efforts, rapid accelerated growth is both expected and possible.

Positive growth in 6th grade math and English, 7th grade English, 8th grade science, and 8th grade history have occurred at Vanguard. However, achievement in 7th grade math, 8th grade math, and 8th grade English has either flat-lined or declined for 2008 and 2009. These trends demonstrate the need to build teacher capacity to (a) provide effective first teaching (b) collaborate on rigorous standards-based lesson plans (c) implement frequent formative assessments in order to monitor student progress and diagnosis students areas of strength and weakness and (d) provide appropriate, timely interventions for students who do not master standards in the core classrooms.

Students received a variety of formative assessment which included: 1) tri-weekly and tri-semester assessments. The tri-weekly assessments were planned prior to instruction in keeping with the **Backwards by Design** (Wiggins and MCTighe). Initially, student performance on the tri-weekly assessments paralleled their previous year's (08-09) CST results. However, the teachers began having **data chats with the Associate Superintendents and data conferences** with their **Professional Learning Communities** and **school-based family structures (which included students)**. **Student engagement** increased as a result. The teachers also met with the **parents** in the **school-based family structures** to review and discuss the assessments results of students who were not showing measurable growth on the formative assessments. These conversations as part of the Rtl process allowed staff, students and parents to consider and select appropriate interventions and options for each student. The administrative staff held **departmental data conferences** to review the progress of each student and to use the information and insights gained to shape and guide differentiated professional development for teachers in content mastery, using best instructional and organizational practices.

Formative assessments revealed gradual and leveled student proficiency growth. Interviews, checklists, Grade level meeting agendas and minutes reflected that the teachers as the year progressed increased their implementation of **collaboration, common planning and common use of instructional strategies** provide all students with high quality instruction and limited variance in instructional delivery and content between classes in the same content areas. There was an increased continuity of content and instruction between classrooms and fidelity to the common lesson plan.

Writing conventions, comprehension and literary analysis were the areas of weakness in English-language arts. Academic vocabulary was a very pronounced problem in both mathematics and English-language arts. History and science reflected continual growth and the highest levels of student proficiency.

The Compton Unified School District Benchmark Assessments were given three times during the

year. Student performances on these assessments were markedly lower than the site tri-weekly assessments. The Department PLCs and the PLC of instructional staff reviewed the results. Discussions and survey results, it determined almost unanimously two findings (1) that District Benchmarks did not reflect what had been taught and (2) that the students could not recognize the standards within the CUSD Benchmark questions. **On District Benchmarks, Vanguard students demonstrated less than 10% proficiency. The Benchmarks tests were reviewed at the district level with representatives from the school sites were revised and realigned to follow appropriate, subject area state frameworks, grade level pacing, and assessment guides. The revised Benchmark assessments reflected results similar to the site triweekly/trimester results.**

Alternative Assessments: Teachers will use **SIG** funds to expand the use of alternative assessments to measure and monitor student progress. Alternative assessments are project based learning activities that demonstrate what students have learned throughout the unit.

Examples of alternative assessments are essays, project/display boards, PowerPoint presentations, flipbooks, oral presentations, etc. The purpose of the alternative assessment is to give each child the opportunity to be successful in demonstrating their mastery of the content:

- a. All projects will incorporate writing and critical thinking skills.
- b. Unit plans will include scaffolds that assist struggling students with alt. assess.
- c. Teachers will utilize **PLC** generated rubrics in grading these alternative assessments

This school year, Vanguard has reduced suspensions to approximately 220 for the year. A review of the suspension records revealed that more than half of those suspended were incidents of the same child being suspended more than once and often for the same offenses. More than **90%** of the suspensions were **African American** boys who had been **Below Basic** or **Far Below Basic** on the prior CST assessment.

The data shows that 5% of the students are **chronically tardy** (15 minutes late to school or class or both). Most of these same students have also been tardy more than 20 days during the year. Although 2% may be statically low, the staff and administration are very concerned about the more than 40 students that fall into this category. Students who have been chronically tardy, absent or subject to multiple suspensions have been placed on behavior contracts or improvement plans within their Student Families.

Although the students who have been chronically absent have received letters to that effect, the school has not initiated any further actions to bring about District Level sanctions against the chronically tardy or absent students. There is a need to provide **non punitive** outreach to these students and their families to prevent them from becoming dropouts. **SIG** would enable the school to provide targeted, effective interventions to support students identified as chronically truant and assist and support them as in-school on-time participants.

One in ten of Vanguard's students may exhibit an emotional or mental health problem at any given time. Unfortunately, of those ten affected students, only one in five will get help through the existing mental health services platform. Without adequate, appropriate, and timely interventions these problems often lead to increasingly larger and more complex problems: including poor school performance; conflicts with friends, peers or family; gang involvement; suicide; and/or

substance-abuse problems. Vanguard's faculty and staff, students, parents and the larger school community have determined that mental health is a priority for all students and staff. Sound mental health is as important as student physical health in effectively providing all students (**students with disabilities, struggling students, African American, English Learners, Latino Students, and others**) with equal access to a rigorous instructional program.

Barriers to Student Achievement

Students need to be educated in a safe, clean, nurturing learning environment framed within a school culture that values hard work; student and staff respect for themselves and others; and the preservation of the dignity of each individual staff member, student, and parent. Students are expected to be taught in an environment that truly expects and provides high level learning for all students. Students also need to feel a sense of the relevancy of their instruction to their lives and their futures. All school stakeholders (parents, teachers, students, community members, staff and administrators) must have a thorough understanding of the school's mission and vision and be able to state it in concrete, meaningful terms.

Barriers to student achievement include but are not limited to:

- Limited staff and student **Trust**, in each other, themselves and/or the instructional process
- Meaningful goal setting
- Staff can use data vocabulary such as data driven curricula, data driven decision making, but are unable to effectively link student data results and adult teaching practices
- Language and Literacy issues that impede parent/school communication and cooperation.
- Teachers attempt to consistently interpret student work, but produce uneven results (Danielson, 2002)
- Student and staff attendance to ensure that sufficient instruction is given and received
- Lack of sufficient outreach interventions to correct or minimize at-risk conditions that exist in the home or family life of students. (incarceration of parent or sibling, homeless condition, gang pressures, medical and/or mental disabilities, etc.)
- Limited reading and writing skill for all of students needed by all students to succeed.
- Interventions for African American and Latino males to acquire and use socialization skills such as: conflict resolution, positive peer interaction strategies, creating and sustaining positive relationships
- Some students in schools report there is no adult in the school with whom they feel they can discuss these issues, and many of these students come from underrepresented social or cultural groups.
- Ineffective Schoolwide Behavior Plan
- Limited support to connect Student Experiences with Global Issues
- Limited resources that go beyond the textbook
- Limited strategies, supports and resources to provide support for teachers new to the profession or new to the subject area.
- Limited safety nets to ensure college and career readiness for all students

Connectedness

Twenty-first century, technological, economic, political, and social forces have created a new era. Compton and the students in Compton are impacted each day by the globalization of local issues. Technological advancements and lower trade barriers have paved the way for the globalization of markets, bringing intense competition to the U.S. economy.

Political systems and movements around the world are having a profound impact on US national security, as well as on human security. The increasing diversity of workplaces, schools, and communities is changing the face of American society. To confront the twenty-first century challenges education systems must be strengthened. All students to be college and career ready must possess twenty-first century skills; Vanguard will increase the foreign language skills and cultural awareness of all students. America's continued global leadership will depend on students' abilities to interact with the larger international community and the diverse global citizenry both inside and outside the United States

International content must be taught across the curriculum and at all levels of learning, to expand Vanguard's students' knowledge of other countries and cultures. Vanguard plans to offer International Baccalaureate classes by 2012.

Safe School Climate

School Climate and Culture though not synonymous are interconnected. Research indicates that schools with positive school climates and cultures have lower student dropout rates (Davenport and Anderson, 2002). Many factors may affect school climate and culture, foremost are effective first teaching and the organization of academic programs (Duttweiler, 1995). Individuals, teachers and students' leave places where they do not feel safe. Effective supervision is vital to maintaining a safe school climate. Vanguard Global Prep will foster a safe school climate, with special emphasis on:

- Developing a school wide effective discipline system that address both the current behavior and the underlying causes for misbehavior, poor attendance and other disruptive behavior. Vanguard has begun creation Of a Rtl Positive Behavior Plan used in accordance with the pyramid of behavior interventions will include monitoring for bullying, which in student surveys is considered to be the biggest barrier to student learning.
- Having a supervised single point of entry to the campus
- Analyzing student data (i.e. attendance, suspensions, achievement data) regularly, to provide

Recommendations to the appropriate personnel (administration, SSC, PLC, Leadership Team, etc.) for specific behavior interventions:

- **Regular grade level and family meetings to:** review District and school policies and plans, recognize appropriate behavior, and address student concerns
- **Conflict resolution techniques** (with the assistance of UCLA) enable all staff and students to speak a common language in identifying and resolving conflicts, and ensuring that staff (as well as non-staff members on Councils, Leadership Teams, and advisory

committees) participate in human relations/diversity training offered through the District

- **Two lunch periods: one for 6th graders only;** the other for 7th and 8th graders to foster a safer adult-to-student supervision ratio and the ability of staff to anticipate and swiftly respond effectively to unsafe situations
- **CUSD Safe-School Collaborative** within the Centennial and Compton High Schools. School area families.

Site Based Mental Health Team Vanguard will form a partnership with local mental health providers to establish an onsite campus Mental Health Team. One in ten of Vanguard's students may exhibit an emotional or mental health problem at any given time. Unfortunately, of those ten affected students, only one in five will get help through the existing mental health services platform. Without adequate, appropriate, and timely interventions these problems often lead to increasingly larger and more complex problems: including poor school performance; conflicts with friends, peers or family; gang involvement; suicide; and/or substance-abuse problems. Vanguard's faculty and staff, students, parents and the larger school community have determined that mental health is a priority for all students and staff. Sound mental health is as important as student physical health in effectively providing all students (**students with disabilities, struggling students, African American, English Learners, Latino Students, and others**) with equal access to a rigorous instructional program.

Use of CA's standards-aligned instructional materials and targeted interventions:
Vanguard uses California state board approved, standards aligned, textbooks and instructional materials, and targeted interventions to support teaching and learning. Holt is used for English core curriculum and Glencoe for math instruction. In addition, students who need intensive intervention receive an extra period of reading using Read 180. Further, every three weeks, all students take a common formative assessment aligned to the English and math CSTs. Any students scoring 70% or below receive a flexible three week mini-class designed to re-teach the standards assessed on the common formative assessment. These frequent formative assessments are designed as a check for student understanding of the California content standards. California State approved long and short term interventions are provided to **students with disabilities, struggling students, and English Learners** from receiving needed and timely academic support.

SIG funding will strengthen Vanguard's capacity to bring provide teaching materials and instructional technology to support learners who struggle. The District-adopted curricula are aligned with California State content standards, are effective and research-based.

GRADE 6 CORE	INTERVENTION
Holt Literature & language Arts (6)	Read 180 & Accelerated Reader
Holt Handbook (6)	
Holt Ancient civilization (6)	
Focus on Earth Science (6)	
Mathematics, Concepts & Skills & Problems (6)	Fast Forward & Buckle Down in Math

GRADE 7 CORE	INTERVENTION
Holt Literature & language Arts (7)	Read 180 & Accelerated Reader
Holt Handbook (7)	
World History: Medieval to Modern times (7)	
Focus on Life Science (6)	
Mathematics, Concepts & Skills & Problems (7)	Fast Forward & Buckle Down in Math

GRADE 8 CORE	INTERVENTION
Holt Literature & language Arts (8)	Read 180 & Accelerated Reader
Holt Handbook (8)	
United States History: Independence to 1914 (8)	
Focus on Physical Science (6)	
Algebra 1, Concepts & Skills and Problems (8)	Fast Forward & Buckle Down in Math

Instruction in the core curricular classes is supplemented with intervention classes for students who need **additional support**. Students who are performing two or more grade levels below have the opportunity to receive additional support from our reading and math intervention teachers.

Reading Intervention classes allow the teacher to implement **READ 180**. *READ 180* is a California State Board adopted research based comprehensive reading intervention program proven to meet the needs of **struggling readers** in grades 6 - 8. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. In addition, a total of 155 research studies support the effectiveness of **Accelerated Reader**. Students participating in Accelerated Reader exhibited documented improvement in their reading intervention class,

Accelerated Reader (AR) provides **daily** information about student reading and makes it easy to continuously monitor comprehension; track the time students spend reading; and differentiate reading practice. The program will be implemented during the Language Arts block of time as a reading intervention for **struggling students, students with disabilities and English Learners**. Additionally, Accelerated Reader will be offered as part of the **After School Tutorial Program** and the **Saturday Success Academy** as both an intervention and an enrichment. Parents will also be trained on the uses and benefits of the **Accelerated Reading Program**.

The **Saturday Success Academy** for enrichment and intervention uses **Math Fast Forward and Buckle Down in Math**. **California Fast Forward Math** is a program for students who are at

serious risk of not meeting the Standards and are performing two or more years below grade level. These students require an intensive intervention program that focuses on foundational skills and concepts essential for success in a basic grade-level mathematics program. **California Fast Forward Math** serves as a vehicle for students to accelerate their progress in mathematics in the shortest possible time so that they can begin to make progress using the basic grade-level programs. On the same line, **Buckle Down California Standards Review, Mathematics** brings students skill-strengthening review that will benefit every child. Students reinforce commonly tested math concepts with examples from real-world situations that facilitate understanding. Kid-friendly lessons fully cover the California Mathematics Content Standards to ensure student success.

Students engage in a curriculum that is based upon the California Content Standards and the California Subject Matter Frameworks. All students including **students with disabilities, struggling students, and English Learners** programs have **full access to all core instructional program materials**. The district has provided support materials including the McDougal Littell Interactive Reader as part of students' classroom support. Students performing more than two years below grade level in reading/language arts are provided Hampton Brown High Point program materials. **Daily English Language Development** core instructional instruction is provided for ELD students at CELDT Levels 1 - 4, additionally, time for English Language Development is integrated into the language arts curriculum through SADIE instruction.

English Language Learners are identified and supported with a series of protocols from including but not limited to:

- Identification Processing of Home Language Surveys, Waivers and Parent Options
- Placement
- The Establishment of Individual Instructional Priorities
- ELL Leveled Instruction Settings
- ELL Strategies
- Teacher Training in SADIE for core teachers and ELD instruction for all language arts teachers with ELL students
- ELL Portfolios
- Redesignation Criteria and ELL Student Success Team meetings for redesignation

All teachers at Vanguard Global Leadership Preparatory Academy will have in their possession and displayed in their classrooms each of the following items:

- California State Content Standards for the curriculum taught in the classroom
- District developed, district mandated and district required Curriculum Guides for each content taught in the classroom
- A District prepared pacing guide on the universal lesson plan template for consistency and rigor
- A State curriculum Framework for each subject taught in the classroom
- A copy of Caught In The Middle
- A copy of Taking Center Stage
- A copy of Strategic Teaching and Learning

- A copy of the English/Language Arts Framework for California Public Schools
- A copy of each of the Teacher's Annotated Editions for the textbooks approved and adopted by Compton Unified School District for the grade level and curriculum taught in that classroom

Curriculum pacing and appropriate use of instructional time

Before the start of the school year, teachers spent one week analyzing the results from last spring's CSTs—taking special note of standards strands that students had difficulty with. Based on these results, departments sequenced each standard into coherent units and allocated blocks of time to each unit of standards. The English department in particular took significant steps to revamp its old pacing guide—focusing on standards, rather than stories. Throughout the year, teachers met in departments, or PLCs, to refine units and reallocate time—while still ensuring that each key standard was mastered by students.

Vanguard Global Leadership Preparatory Academy teachers implement the district unit plans for every subject area. Unit plans were contributed by a variety of teachers from many different schools in our district as tools to organize teaching. The unit plans offer a sequence for delivering content and provide a clear scope for what must be taught to all students in the different areas.

Before the start of the school year, teachers plan to spend one week analyzing the results from last spring's CSTs (Jump Start)—taking special note of standards strands with which students had difficulty. Based on these results, departments will sequence each standard into coherent units and allocated blocks of time to each unit of standards.

- 1) All teachers at Vanguard Global Leadership Preparatory Academy will utilize a unit plan (based on the "Backwards by Design" model), which will be developed prior to teaching each unit.
 - a. Unit Plans will be developed and agreed upon within PLCs.
 - b. All teachers within each PLC will be expected to follow and adhere to the developed Unit Plan
 - c. Teachers in the different SLCs (Families) will use the same Unit Plan.
 - d. Unit Plans will be e-mailed to administrator prior to beginning the Unit
 - e. PLCs will meet prior to beginning of school year, to formalize and develop initial units
- 2) Teachers will use alternative assessments at the end of each unit. Alternative assessments are project based learning activities that will demonstrate what students have learned throughout the unit. Examples of alternative assessments are essays, project/display boards, PowerPoint presentations, flipbooks, oral presentations, etc.
 - a. All projects will incorporate writing and critical thinking skills.
 - b. It is expected that teachers will utilize class time to assist students with their alternative assessments.
 - c. Unit plans will include scaffolds that assist lower-skilled students in completing their alternative assessments.
 - d. Teachers will utilize PLC generated rubrics in grading these alternative assessments.
- 3) Common Planning Periods by PLC will be used for creating unit plans, developing upcoming curriculum to be used, reflecting upon student work and lessons, and refining teacher presentation

of material.

- a. Departments will meet a minimum of two hours a week during these common prep periods
 - b. Weekly minutes will be kept and e-mailed to administrator
- 4) Teachers will strive for student-centered classrooms where they will be measured ultimately through their project-based learning activities.
- a. School site will develop a common "Academic Vocabulary List" to use within all classrooms (ex. Inference, synthesize, evaluate, assess, etc.)
 - b. School site will develop a common "Writing Strategy and Curriculum" to use within all classrooms (ex. Thesis development, research based, etc.)
 - c. Authentic group work will be utilized on a weekly basis. Authentic group work is not simply pairing students together, but using cooperative learning activities such as jigsaws, station rotations, etc.)
 - D. Computer based activities will be utilized within every unit.
 - e. Math/Science and English/History Teachers will develop a minimum of 1 interdisciplinary unit per year

Vanguard instructional and administrative staff will work together collaboratively in constant, deep collective inquiry into the critical questions of the teaching and learning process.

Questions:

1. What is it our students must learn?
2. What are the most effective strategies to use in teaching this essential content?
3. How will we know when they have learned it?
4. How will we respond when they don't learn?
5. What will we do when they already know it?
6. What can we learn from each other to enhance our effectiveness?

All students will have access to the Best Practices of programs implemented on campus
California Standards for the Teaching Profession (CSTPs)

1. Understanding and organizing subject matter for student learning
2. Creating and maintaining effective environments for student learning
3. Planning instruction and designing learning experiences for all students
4. Assessing student learning
5. Engaging and supporting all students in learning (Small Learning Communities) {SLC}
6. Developing as a professional educator (Professional Learning Communities) {PLC}
7. Planning and Scaffolding for Academic Achievement
8. AVID strategies will be evident across the curriculum at all grade levels
9. All students will have access to the Best Practices of programs implemented on campus

Faculty professional development, collaboration and instructional support

Vanguard teachers not only meet as departments or Professional Learning Communities (PLCs) at the beginning of the year, they also have ongoing time to collaborate with each other on long-term plans, lesson plans, assessments, and intervention plans. PLCs, groups of teachers who teach the same grade and subject, have common planning time scheduled into the master schedule. In addition, Vanguard has two hours every Wednesday to meet as PLCs. Because logistical information has been rolled up into a weekly bulletin and emails, the Wednesday time is blocked

out entirely for teachers to meet.

Professional Development (To insure that the academic achievement of students and that all teachers and staff have access to and are engaged in the best teaching practices during the School Year, staff members and parents will be involved in a comprehensive and on-going professional development program. The professional development program is the combined result of the analysis of student test data, feedback from staff, and goals established for the upcoming year by the staff and administrative team. Staff members will be involved in an organized staff development session each Wednesday of the school year between the hours of 1:30 p.m. and 4:30 p.m. Additionally, staff will be involved in a series of four (4) hour mini-professional development retreats, conducted quarterly to provide staff with focused, in-depth training and data analysis. Said mini-retreats will occur once each school quarter. This year, the mini conferences will revolve around the themes of 1) creating an effective professional learning community; 2) common unit plan design (Using The Backwards By Design Paradigm) to stress rigor, relevance and relationships; 3) small learning communities that focus on rigor, relevance and relationships; and 4) strategic training for staff and parents to support student academic achievement. Additionally, staff members will attend conferences, workshops and seminars to build individual capacity in the content area, best practices, and strategies for implementing the professional learning community and small learning community paradigms.)

All teachers at Vanguard Global Leadership Preparatory Academy will be provided with and will have in their possession and displayed in their classrooms each of the following items:

- California State Content Standards for the curriculum taught in the classroom
- District developed, district mandated and district required Curriculum Guides for each content taught in the classroom
- A State curriculum Framework for each subject taught in the classroom
- A copy of Caught In The Middle
- A copy of Taking Center Stage
- A copy of Strategic Teaching and Learning
- A copy of the English/Language Arts Framework for California Public Schools (1999)
- A copy of each of the Teacher's Annotated Editions for the textbooks approved and adopted by Compton Unified School District for the grade level and curriculum taught in that classroom

Focus Goals

For Professional Development Experiences

1. Teacher Mastery of the Content Area
2. School Culture and Parent Involvement
3. Vanguard will support a college going culture
4. All students will have access to the Best Practices of programs implemented on campus

Vanguard instructional and administrative staff will work together collaboratively in constant, deep collective inquiry into the critical questions of the teaching and learning process.

Questions:

- 1) What is it our students must learn?
- 2) What are the most effective strategies to use in teaching this essential content?
- 3) How will we know when they have learned it?
- 4) How will we respond when they don't learn?
- 5) What will we do when they already know it?
- 6) What can we learn from each other to enhance our effectiveness

At Vanguard Global Leadership Preparatory Academy the goal of the staff development plan is to provide strategic and relevant staff development that improves the learning of all students; and organizes adults into professional learning communities whose goals are aligned with those of Vanguard Global Prep and the Compton Unified School District. SIG grant funds will make it more likely that we will be able to:

- Provide a minimum of 40 hours per person of high-quality and strategic professional development for the instructional staff, Para-professional staff and administrative staff.
- Professional development is an integral part of the overall school improvement plan. Teachers have been provided with AB 466 training in the core ELA and math adoptions for several years. Site administrators have been provided with AB 75 training. In addition the site has an Academic Coach and a Intervention coach who provide daily on-site support of the instructional program with modeled lessons, staff training and facilitation of grade level discussions of the on-going curriculum embedded assessments.
- The district is working with an English Learner specialists to provide additional training to all teachers and support staff for ELL students. The principal is participating in on-going training in how to set learning goals for EL students, how to meet the instructional needs of English Learners and how to monitor the progress of EL students. Additionally, A Trainer of Trainer program for teachers of SDAIE and ELL students.

Professional development will be identified in four essential areas

- Developing a Professional Learning Community committed to a curriculum of rigor, relevance and relationships
- Best Practices in the preparation and presentation of the instructional program
- Mastery in the Content Area
- Classroom Management and Procedures

Lesson Design Study will be a fundamental professional development initiative. Including a full-course menu of specialized professional development options for beginning and veteran teachers based on individual and team needs will be implemented

Professional development will be based on frameworks that model research and evidence-based decision making. For accountability purposes, the effectiveness of professional development will be linked with improved student learning and achievement. Quality time will be allocated for the planning, preparation, and implementation of all professional development activities. Various professional development strategies are available and provide effective options

for individuals and groups of teachers. Professional Development will also include off-site professional growth opportunities in the nature of conferences, workshops, seminars, teacher research projects focused on the academic achievement goals and capacity building goals outlined in the Single Action Plan for Student Achievement. Students, parents, and community members will have a clear understanding of the goals and planned outcomes of professional development time that has been used.

Business Partnerships. Teachers, staff, and administrators participate in training opportunities scheduled for local business or corporation. Additionally, selected staff members may participate in paid summer internships with a business in order to broaden teacher understanding of content, provide real-world work outside the classroom, and encourage close partnerships.\

- **Faculty Meetings.** Faculty meetings provide mini opportunities for professional development.
- **Observation and Practice.** Teacher practices new instructional techniques and methods with class while trained observer takes notes on teacher and student behaviors and outcomes. A substitute teacher may free up a colleague. Principal or other critically important support staff (e.g., speech therapist, reading specialist, academic coaches or intervention specialists) may observe or conduct lesson, releasing another trained teacher to observe. As part of the Prescriptive Intervention Plan for Vanguard Global Leadership Preparatory Academy and McNair Elementary School, Vanguard staff may be released to observe Best Practices at McNair and other school sites where students are achieving and meeting their academic goals.
- **Saturday Instructional Excellence Academy.** The Saturday Instructional Excellence Academy is intended to provide the opportunity for the teachers and instructional support staff within the various Professional Learning Communities to meet in intensive focus sessions. Teachers may attend workshops or meetings on Saturday, using banked time and/or teachers will attend workshops or meetings on Saturday, receiving their extra-duty rate. The Saturday Professional Development Academy may include workshop sessions that are part of professional development conferences, or may be at the school site. Individual members of the Professional Learning Community may be asked to attend conferences and workshops and present that information to the PLC as part of a Saturday Intensive Excellence Academy. Materials and presentation outlines from workshops, conferences and seminars attended by PLC members or the PLC as a whole will be catalogued, categorized, and maintained as part of the Professional Learning Community Resource Library.

Beginning Teachers (1- 3 years of teaching experience)

Beginning teachers will be provided support through the New Teacher Induction Support program

1. Beginning teachers at Vanguard Global Leadership Preparatory Academy will be provided with support, weekly in-service training, and demonstration and observation lessons.
2. Beginning teachers at Vanguard Global Leadership Preparatory Academy will be provided with release time and extra-duty time to visit classrooms of veteran teachers, to attend

conferences, workshops and seminars to support their induction.

Student Body officers and student members of the School Site Council will also be eligible to participate on the School Site Leadership Team. Student participation in Leadership programs, conferences and symposiums is intended to provide student input in decision making and to develop student leadership skills. A School Site Leadership Team has been constituted to support the administrative staff in the construction, implementation and evaluation of School Plans including the Single Action Plan For Student Achievement.

Capacity to develop, access and analyze student performance data to inform and modify instruction

Teachers meet during their common planning time and during their weekly Wednesday meetings to craft common assessments, analyze the results of assessments, fine-tune lesson plans, and design intervention plans. Whereas this process happened somewhat informally in previous years, Vanguard has taken this past year to codify the school-wide response to intervention (RtI) into a systemic infrastructure known as "FLEX."

Vanguard Global Leadership Preparatory Academy, based on identified students needs, will develop and will continue to implement an ongoing school-wide Academic Achievement Preparation program; one designed to improve student skills in test preparation, language arts, reading, science and social studies. The goal of this program is to foster academic improvement and to prepare students for success on standardized tests.

The Academic Achievement Preparation Plan in the regular school program for under performing students was developed in such a manner that the needs of all students are addressed in this program. The plan includes both the regular education students and those having special needs such as the English Language Learners (ELL), the GATE students, and students at risk of being retained.

Each teacher will be issued an academic achievement success tool kit. The tool kit will consist of teaching materials and student data. Each teacher will have the test data for each student in their Family and or Elective Classes

Each teacher prepares and maintains a student assessment center, wherein the teacher maintains the student's individual instructional improvement plan for that particular classroom, test results, an instructional priority plan for each student, the results of all district and state mandated assessments, an academic improvement plan and the correlated standard curriculum pacing schedule. All instructional plans are based upon the student's instructional priorities plan and the standardized achievement objectives.

Each student participates in the school wide academic achievement plan, which includes but will not be limited to:

daily academic achievement practice on CST test objectives

quarterly writing prompt practice

school wide assemblies

tri-weekly mastery assessments

holiday homework packets

Intervention Programs (After School Tutorial, Accelerated Reader
Family Data Conferences)

To support the students capable of high academic achievement, but who lack some of the necessary academic supports, the AVID program was introduced into the Vanguard Master Schedule of Classes two years ago. AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic “survival skills” and college level entry skills. The AVID program teaches the student how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. AVID is an elective class which meets during the regular school day. At the Middle School Level, the mission of the AVID class is primarily preparation for the college prep curriculum in the high school, AVID students are encouraged to enroll in rigorous courses, such as Algebra I and a foreign language.

Teachers and the academic achievement preparation committee will share highlights, concerns and tri-weekly assessment results and benchmark assessment results during the regularly scheduled PLC, Family, and staff meetings. Changes to the program will be discussed and implemented at these meetings.

Students with consistent and chronic attendance issues will be identified by the teaching staff to the Attendance Office. Students with more than three absences in a grading period will receive telephone contacts from the classroom teacher advising of a potential attendance problem. Students with chronic absenteeism will be contacted in writing by the school attendance office and will be notified of possible consequences, including District level intervention programs.

Regular classroom teachers differentiate instruction to ensure acceleration, novelty, depth and complexity for the GATE students. The identified GATE teachers and any and all staff members servicing the GATE students will use District strategies and examples of Best Practices to extend and enhance the learning experiences for the GATE students.

The Student Success Team (SST) meets regularly to provide direction for students who are having difficulty in the regular classroom. The team consists of administrators, a school psychologist, counselor, community liaison, classroom teacher(s), specialists in reading, speech and/or special education. The SST may suggest modifications to the regular classroom program and/or recommendations for further testing. The assistant principal and counselors maintain a list of academic concerns to monitor individual student progress based upon modifications to the regular program. Members of the SST communicate with faculty and family members regularly to develop a program which best supports each student in a regular classroom.

Teachers in the designated English Language Learners instructional environments will develop Individual Learning Plans (ILPs) for each ELL student so that all students can meet the same content and performance standards. Teachers will follow the School's ELL Plan for instruction and redesignation so as to insure a successful implementation of and transition from the ELL program.

Implementation of the plan for the protection of Instructional Time, which was developed in such a manner that the needs of all students are addressed in this program. This plan benefits all students, including both the regular education students and those having special needs such as the English Language Learners (ELL), G.A.T.E. students, Special Education Students, and students at-risk of being retained. The Vanguard Global Leadership Preparatory Academy has and will continue to implement a comprehensive school-wide plan to insure that instructional time is protected for student learning. Classroom interruptions are kept to a minimum, so that students will spend more time on instructional activities. Additionally, the instructional staff has received and continues to receive training on strategies to minimize transition time between instructional activities and to insure "bell to bell" instruction. Maximizing student time on task and instruction will have a direct link in the improvement of academic achievement and student success. (30 – 15 minute rule, Teaching from Bell To Bell, Hall Passes and Hall Monitors, Classroom Procedures and Discipline Plans, Parent Calling Logs etc.)

The staff including counselors, administrators and teachers analyzed and interpreted test data from the and the CST, District assessments, Teacher –made tests, and other assessments. A list of students who demonstrated Far Below Basic achievement on the CST and will be compiled. Each student on the list will be referred to the Student Success Team to determine placement.

The academic achievement committee and teachers at each grade level meet twice each month to discuss student achievement and progress. During Family Meetings students are identified and referred to the Student Success Team for evaluation and placement into one or more of the Safety Net Programs.

- Extended School Day Programs To Assure Attainment of Goals and Objectives
 - Strategic After-School Enrichment Program· After-School Tutorial Program
 -

- Saturday Success Academy·
 - Supplement Instruction Program
 - After School Library
 - Reading Circles
 - accelerated reader
 - library research and study center

- Academic Café
 - a. cyber café
 - b. reading café
 - c. math café
 - d. foreign café
 - e. homework club

- Continued Implementation of the Weekly School-wide Writing Prompt
 - Teacher Collaboration and share-outs during weekly staff meetings.
 - Alignment of instruction and lesson planning with state writing standards.
 - Implementation of Technology Writing Grant
 - Scheduling students regularly into the Computer Lab for Writing.
 - Integration of writing into all content areas of the curriculum.
 - Parent Development Meetings to provide parent training, student achievement resources, homework packets, and writing practice materials to parents.
 - Quarterly parent/teacher conferences to keep parents informed about the program and the progress of their children.
- a) Students will be identified for assessment for special programs
 - b) Students will be identified and placed in programs based on assessment results.
 - c) Student placement in RSP, SDC and GATE programs will be reviewed Annually for updates and adjustments
 - d) ELL students will be identified, tested, subject to ongoing review, and redesignated according to the redesignation process.

§ Vanguard Global Leadership Preparatory Academy will conduct monthly Leadership Team meetings through the Professional Learning Communities to evaluate and assess student growth and achievement and to designate and implement strategies to support and increase student achievement.

§ Vanguard Global Leadership Preparatory Academy will conduct at least one stakeholder's professional development and growth institute per semester to assess the school plan for achievement, to evaluate current practices and strategies and to explore best practices to improve student achievement.

The school will provide from supplementary resource funding:

- o Extra Duty Time for staff development at Vanguard Global Leadership Preparatory Academy that is aligned with the California State Standards.

Supplemental Instructional Materials to support the implementation of the standards-based program will be provided in classrooms, as part of special programs supported by categorical funds, and intervention programs that directly support student achievement in the core content areas. Supplemental materials and resources will include but not be limited to: (Strategic Intervention Curriculum, Classroom Management Materials, Student Charts, Student Work Centers, Classroom Supplies)

- Field Trips that enhance and extend the learning experiences and/or provide background and context for authentic teaching and learning (admission and transportation).
- Transportation and admission costs for field trips, academic competitions and personal development seminars and workshops for students.
- For purposes of Staff Development and Professional Growth, teachers will have the services and support of Curriculum based and standards aligned instruction from:
Consultants Workshops Seminars Teacher Professional Growth Resources

Each teacher will meet the established school-wide curriculum standards in the areas of classroom climate, management, and instruction. Teacher training and in-service will be provided to ensure that all teachers are able to and are therefore expected to exhibit identified teaching behaviors including, but not limited to:

All students have been provided with the state approved and District adopted textbook for their content and elective classes. Each student has been assigned a textbook in each content class that is standards aligned, from which assignments are developed and homework is assigned. There is a one-to-one textbook-to-student ratio for all content areas and in all elective classes.

Vanguard will allocate SIG funding to build the capacity of teachers to capitalize on the RtI infrastructure, or FLEX—especially to develop new ways to reach learners who struggle in the core classes. These strategies include bringing on board specialists in upper level math and English (the two areas shown above as priority areas), as well as securing materials for students to master standards in novel ways. See form 10, 5b, and 4b for more details, including line item strategies. Also, see section eight for how the district plans to sustain these reforms beyond the 3-year SIG funding.

- **Staff effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model**

The staff at Vanguard Global Leadership Preparation Academy (Vanguard Global Prep) consists of two (2) site administrators, two (2) counselors, seventeen (17) certificated personnel, eighteen (18); one (1) categorical specialist; classified personnel, one (1) bilingual instructional assistant, one (1) Special Day class instructional assistant, one (1) psychologist, and one (1) Speech Therapist.

Considering, Vanguard's Transformation Reforms with an emphasis on The International Baccalaureate Program, in addition to (1) Technology, (2) Global Leadership and the (3) Dual Language program; it is expected that Vanguard will attract culminating 5th graders who are neighborhood children attending nearby elementary magnet schools. This proposed education plan is geared to provide an appropriate, meaningful and successful educational experience for all students in this community.

This past year, the district has been facilitating cross-school, district-wide professional learning communities in order to promote collaboration and data analysis. Vanguard teachers have been discussing ways to measure teacher effectiveness and allocate support for teachers who need it. Some of the ideas include portfolios and instructional rounds. The district has also been discussing using Take One to provide professional development for teachers. Compton Education Association has agreed to discuss revising teacher evaluation procedures. SIG funding will help provide necessary resources for teachers to develop the capacity to improve instruction and boost student achievement, especially in upper level math and English.

Vanguard Global Leadership Preparatory Academy will implement the instructional sequence established by the California State Standards for grades six, seven and eight. Each student will have an Individualized Learning Plan designed by the School Family, parent, and student and reviewed yearly. Using the *Understanding by Design* instructional model as our framework, we will design a culturally relevant, standards-based, rigorous curriculum in all subject areas. In order to produce students with 21st century skills, all teachers will use strategies such as graphic organizers, thinking maps, scaffolding, and other proven instructional methods. In order to meet the performance goals of all students (GATE, ELL, SEL, SWD, and those at-risk), teachers will be using differentiated instruction, multiple modalities, and those strategies found in the Response to Intervention program. (*21st Century Skills*) Using a mixture of formative and summative assessments, teachers will gather data on student success. Professional development sessions will help teachers learn how to interpret this data in order to prepare lessons that will personalize the educational experiences of students in all identified subgroups. Teachers will incorporate a dual language program, college preparedness, and community leadership into the curriculum and will build upon a student's knowledge of what it means to be a human being living in a culturally diverse community; and acknowledging the daily responsibility to accept a leadership role in the world in which they live. The daily goal is connecting learning experiences to their life experiences.

In order to achieve the goals that were identified, the leadership team, school councils, and staff identified the following strategies for reforming the school community:

Professional Learning Communities (Teachers and support staff will work in content areas, as a staff as a whole, and in focus clusters to build common understandings; develop mastery of best practices for teaching the content standards; engage in curriculum mapping; and identifying and troubleshooting the needs of the students towards achieving the schools' achievement goals.)

Small Learning Communities (Families)(The school has been divided into three smaller school units called families. Each family has a common core of teachers representing all of the content areas, this core of teachers service all of the students assigned to the family. The seventh and eighth grade students loop for the two years within the same family so as to foster bonds and relationships to support and foster student learning. The sixth grade and and special day classes are self contained but represent one family, where students may move between classes for core instruction and electives and P.E. classes. The major plan for student discipline and incentives is incorporated into the family structure.

Block Scheduling: The Block scheduling will provide students with more time on task, reduce student movement throughout the day for a safer school environment; provide more uninterrupted instruction; and allow more time for student families to meet together and develop cross-curricular instruction and thematic instruction.

Class Size Reduction : QEIA requires that QEIA-funded schools reduce their class sizes at each grade level by an average of five students per class, or to an average of 25, whichever is lower, by the end of the 2010-11 school year. In addition, no class at the school (in pertinent subject areas) may enroll more than 27 students. The school's required reductions or "targets" were calculated based on the school's enrollment in the 2006-07 school year.

Disaggregation and Interpretation of the Data (Monthly data conferences with Small Learning Community (Family) teachers, these were formerly departmental meetings, but they are now meetings of all the teachers with the core of teachers servicing a group of students. Additionally, data conferences are held with the Professional Learning Community, which includes content area and intervention teachers supporting the content. During the DATA Conferences the bi-weekly assessments are reviewed for results, fidelity to the standard and rigor, the success of the students, areas of weakness, identification of students for tutorial or strategic intervention)

Intensive Targeted Teaching (Academic intervention classes; ELD classes, Intervention English Classes, Reading Elective classes; AVID classes; ASIST intervention strategy. The District Master Plan for English Language Learners will be fully implemented and monitored.)

Intervention Programs Building Universal Support Systems for Students (BUSS) (The intervention programs are four tiered: academic interventions; social and behavioral support programs; enrichment and extension of the learning program beyond the classroom; and parent education and involvement)

Academic Strategic Intervention Support Teams (ASIST) (To support teachers and students in the classroom with intensive strategic intervention as part of the regular instructional program. This strategy is a part of a pyramid of support for teachers, to target the specific needs of students in accessing the embedded skills of a target standard as the standard is being taught in the classroom. The addition of four to six adults in the classroom will reduce the student teacher ratio, and allow for immediate and intensive differentiation of instruction.)

Assessments (Common Assessments - to monitor the fidelity to the instructional program; Tri-weekly assessments to track student progress, provide data to the teachers on the 'student learning'; Trimester District Benchmarks to provide students with familiarity to the format and rigor of the statewide assessment; STAR Assessment as a measure of student achievement and mastery of the grade level content standards).

Flex (Flexible Grouping of Students) Flexible Grouping is an effective way to achieve optimal performance from students who have demonstrated that they would benefit from differentiation of Instruction. Through the use of flexible grouping students are not locked into the same intervention for an entire year. Students are selected for three week classes based on formal or informal assessment of achievement levels or by using interest surveys, tri-weekly assessment results. Students who are able to demonstrate mastery of the standards tested during a three week period are allowed to select from a variety of enrichment classes. Students who fail to demonstrate mastery are scheduled into an intervention class where the data shows they have the greatest need. In the event that the student data demonstrates a pattern of deficiency in both English/Language Arts and Mathematics their intervention class is divided between two subjects. Groups consist of students from similar or like ability/achievement levels. This method of homogenous grouping allows similar students to work at a pace common to each member of the group. Learners who need more time to assimilate information or to learn skills can work at an appropriate pace. "Advanced learners benefit from brisk paced, stimulating discourse, raised teacher expectations, and enriched materials." (Kulik and Kulik, 1991, in Tomlinson, 1999) All

students are motivated to maximize their efforts to achieve mastery on their tri-weekly assessments in order to get into the enrichment classes.

Site Based Mental Health Team

It is our plan to partner with local mental health providers to establish a Mental Health Team on our campus. We are aware that one in ten of our students may have a mental health problem at any given time? But unfortunately, of those, only one in five will get help through mental health services. And without help, these problems can lead to bigger problems: including poor school performance; conflicts with friends, peers or family; and sometimes even substance-abuse problems. Our school community has determined that mental health is just as important as physical health in effectively providing equal access to a rigorous instructional program.

Common Planning (to ensure that all students have access to a rigorous and standards based curriculum, to insure equity and fidelity to the school goals, academic standards, and consistency in the implementation of the instructional program)

The research suggests that students are more eager to engage in an instructional program when there is an interactive technology connection. Additionally, technology provides teachers with a wealth of resources to gather and manipulate data to make connections and interpret student assessment results. Through technology, teachers are able to use multimedia, color and animation to engage students, and projection so that all students can have access to the instruction. Computer, Web-based and Internet technologies provide a wealth of resources for teachers to bring into the classroom instruction. School surveys indicate that more than 95% of our students can and have used computers for instruction and recreation. When surveyed, parents indicated that 80% of the families in our school have computers or access to computers at their home, and 62% have internet access. However, less than 35% of instruction is delivered using any form of technology. Approximately 70% of the teachers have been issued laptop computers; there are 12 smartboards on campus available for use in the classrooms and intervention labs; there is an LCD projector currently available for each teacher. Recently a Student Response System was purchased to rotate between classrooms, however more systems would provide a wider access the electronic feedback tools.

Integration of Technology In order to integrate the use of technology across the curriculum for instruction and student product, 80% or more of the core teachers must use technology in at least 60% of direct instruction and/or checking for understanding, and the delivery of intervention instruction. All students must have access to computer hardware as part of the instructional program and to complete assignments. Teachers must develop lessons that require the use of technology in the presentation and as part of the final student product. Implementation of this goal will require more computers for teachers and students, labs on site so students can complete assignments, and most urgently, the training of teachers to use and set up rotations and stations for students to use computers and the internet as part of the instructional program.

Walton Middle School

Schoolwide data-driven instruction will be the priority of everyone at Walton Learning Academy.

Effective use of assessment data connected to use of best practices in classrooms will produce the radical results we desire for student achievement. Teachers will dramatically change the instructional practices used for all grade levels by making data-driven instructional decisions. Professional Learning Communities will be refined, strengthened and used to establish a learning culture including collaboration with each other to analyze student data, tailor and refine instruction using common assessments.

The AYP Four-Year Trend in ELA and Math shows that incremental progress is being made each year, however the rate of growth is substantially below AMO targets. The data also indicates that there has been a decrease in Far Below Basic and Below Basic performance levels. The 2009 AYP scores in English and Math show that the number of Advanced/Proficient students are approximately 25% lower than NCLB requirements (approximately 45%) for 2008/2009.

ii. Selection of Intervention Models

Response:

After carefully reviewing all data, suggestions and recommendations discussed among District stakeholders;

- District and school administrators
- CUSD District Advisory committee (DAC), School Site Council (SSC), English Learner Advisory Committee (ELAC) representatives;
- Compton Education Association (collective bargaining unit representatives)
- Teachers, students, and parents
- District Leadership Team

Stakeholders recommended the Transformational Model as the most appropriate school reform for all District schools. The Transformation Model seemed to best ensure that student achievement would occur rapidly and substantially given the schools' and the district's existing capacity to implement and support real change.

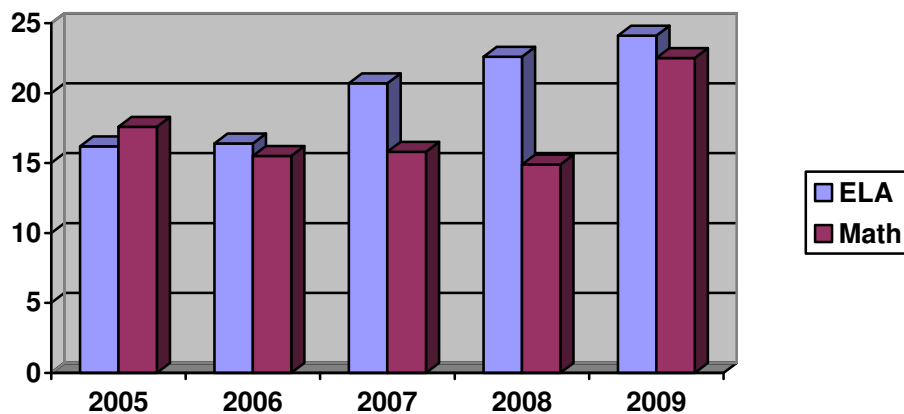
Factors for selecting the Transformation Model include:

- A strong community commitment to the redesign of the schools as evidenced by focus group discussions, interviews, and surveys from staff, parents, alumni business owners, representatives of institutions of higher learning (Dominguez Hills University, UCLA, Compton Learning Center (El Camino College and participation in Secondary Reform Meetings.
- Fiscal Flexibility- All schools are School-wide Title 1 Schools and they also receive California Economic Impact Aid funding which reinforces and supports the coherent, coordinated use of CUSD fiscal and human resources.
- Implementation of Current Small Learning Communities
 - Middle school magnets
 - High school academies

- Differentiated Professional Development
- Rewards and Supports for High Quality Teachers
 - Career ladder Program
 - National Board Certified Teachers
- Nucleus of Highly Trained, Effective Teachers in English Language Arts, math, Science, Special Education, and English Language Development
- Difficulty in recruiting sufficient numbers of highly effective teachers and administrators to replace 50% of the staff.
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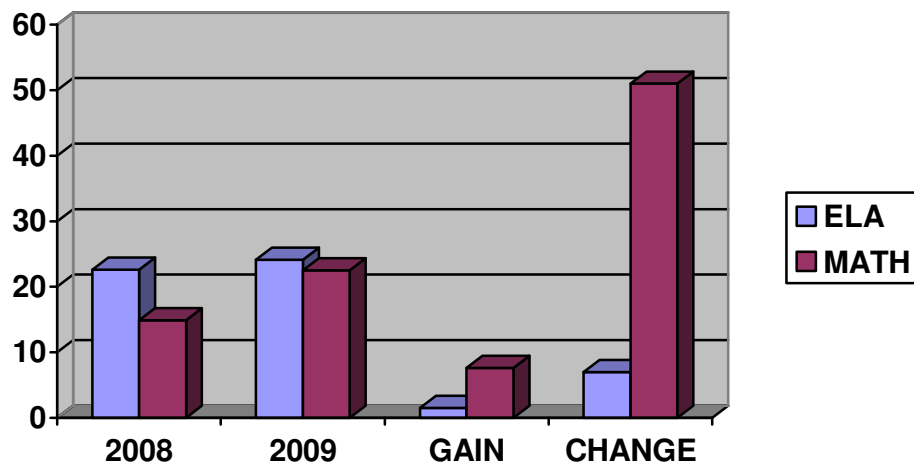
AYP Four-Year Trend

AYP	2005	2006	2007	2008	2009	TREND
ELA	16.2	16.4	20.7	22.6	24.1	1.6
MATH	17.6	15.5	15.8	14.9	22.5	1.0



Two-Year Gain/Change

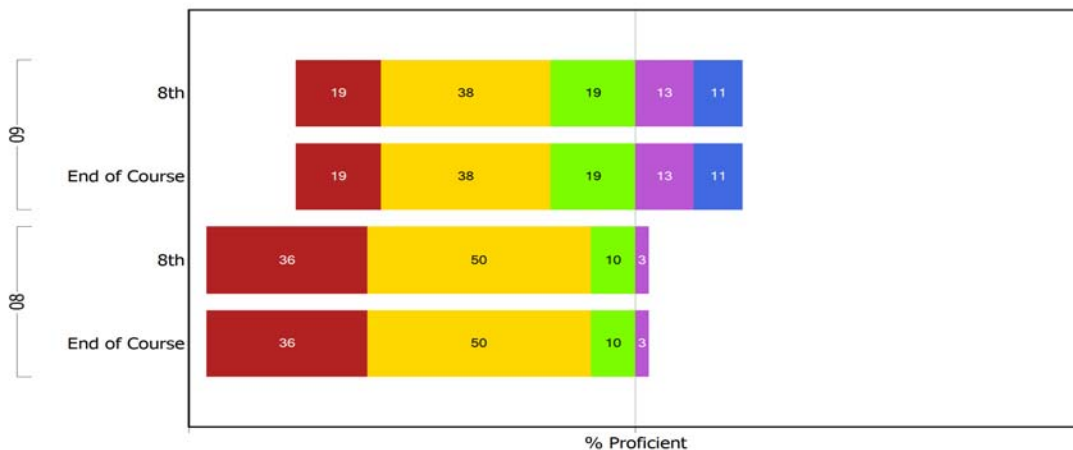
CORE AREA	2008	2009	GAIN	CHANGE
ELA	22.6	24.1	1.5	7%
MATH	14.9	22.5	7.6	51%



The AYP data indicated that 6th – 8th grade level students lacked the following skills: vocabulary development, reading comprehension and written conventions. The data also indicated that students were lacking fractions, exponents and overall lack of Algebra/basic fundamental math skills.

Data analysis revealed that there was significant growth (21%) in Algebra in year 2009.

CST Algebra I - All Students - All Students - Walton Middle

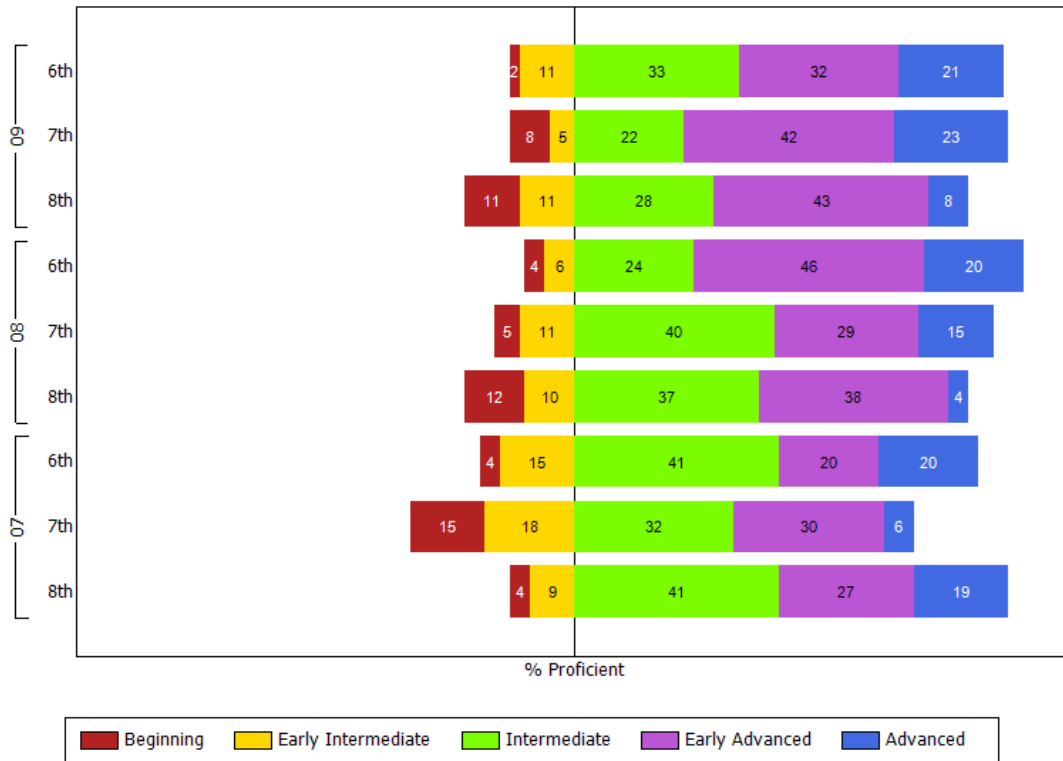


The CST 2008 results yielded 3% Proficiency and the CST 2009 results yielded 24% Proficiency.

2008-2009 California Standards Test Data (ELA)						2008-2009 California Standards Test Data (Math)					
Grade	Word Analysis and Vocabulary	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies		Ratios, proportions, percentages, neg. frac.	Operations & problem solving w/ fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
7	54%	51%	47%	60%	45%		53%	50%	56%	46%	45%
<u>Weaknesses</u>			<u>Strength</u>				<u>Weaknesses</u>		<u>Strength</u>		
Writing Strategies (45%)			Written conventions (60%)				Statistics, Data Analysis, and Probability(45%)		Algebra and Functions(56%)		
2008-2009 California Standards Test Data (ELA)						2008-2009 California Standards Test Data (Math)					
Grade	Word Analysis and Vocabulary	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies		Rational Numbers	Exponents, Powers and Roots	Quant. relationships & evaluating expressions	Multi-step problems, graphing, & functions	Measurement and Geometry
8	51%	52%	47%	52%	45%		46%	45%	44%	47%	42%
<u>Weaknesses</u>			<u>Strength</u>				<u>Weaknesses</u>		<u>Strength</u>		
Writing Strategies (45%) and Literary Response and Analysis (47%)			Reading Comprehension (52%) and Written Conventions (52%)				Measurement and Geometry (42%)		Multi-step problems, graphing, & functions (47%)		

CELDT Data

CELDT Annual Administration - All Students - Walton Middle



During the 2009/2010 students in grades 6, 7 and 8 were administered the CELDT assessment. There were 82 students assessed in Grade 6 and 43% of the students moved up one or two CELDT Levels; 49% remained on the same CELDT Level and 8% of the students tested regressed. There were 44 students assessed in Grade 7 and 48% of the students moved up one or two CELDT Levels; 52% remained on the same CELDT Level and 0% of the students tested regressed. There were 44 students assessed in Grade 8 and 30% of the students moved up one or two CELDT Levels; 61% remained on the same CELDT level and 9% of the students regressed. The CELDT assessment data revealed a strong ELD program in 6th Grade. 48% of ELLs moved up one or two CELDT levels and a weak ELD program in 7th Grade. 61% of students in 8th Grade remained on the same ELD level. No gains or progress was made.

CELDT Growth Report Data: *Data represents number of students who took the

<u>6th Grade</u> 82 students	<u>7th Grade</u> 44 students	<u>8th Grade</u> 44 students
43% of the students moved up one or two CELDT Levels	48% of the students moved up one or two CELDT Levels	30% of the students moved up one or two CELDT Levels
49% remained on the same CELDT Level	52% remained on the same CELDT Level	61% of the students remained on the same CELDT Level
8% of the students tested regressed	0% of the students tested regressed	9% of the students tested regressed

California English Development Test:

- Strong ELD program in 6th Grade. 48% of ELLs moved up one or two CELDT levels.
- Weak ELD program in 7th Grade. 61% of students in 8th Grade remained on the same ELD level. No gains/progress was made.

	Listening Growth	Speaking Growth	Reading Growth	Writing Growth
6th Grade (82 students)	37%	40% Strength	33% Weakness	37%
7th Grade (44 students)	30%	23% Weakness	45%	50% Strength
8th Grade (44 students)	43% Strength	20% Weakness	30%	41%

ELL Reclassification

The school goal was to increase the reclassification rate of English Learners from 10% to 20%. The Reclassification Rate for 2009/2010 was 18.7%.

ELLs in grades 6 – 8 were reclassified on December 8, 2009:

Grade 6 – 17 students, Grade 7 – 4 students and Grade 8 – 2 students, a total of 23 students.

ELLs in grades 6 – 8 were reclassified on February 26, 2010: Grade 6 – 10 students, Grade 7 – 4 students and Grade 8 – 1 student, a total of 15 students.

Barriers Affecting Student Achievement

Walton Learning Academy Transformational Team has identified several barriers that prevent the school from reaching its Annual Measurable Objectives (AMOs) listed in the following areas: Organizational, Staff Support and Parent Involvement.

Organizational

Scheduling – Students are not placed appropriately based on their CST and CELDT scores in a timely manner. As a result, the learning needs of students are not met.

Discipline - An assertive, consistent discipline plan with buy-in and internalization by staff has not been effective. As a result student instruction has been impaired.

Technology - There is a severe lack of technology to keep pace with rapidly changing academic and organizational demands (i.e., student attendance, discipline tracking, grading, communication among administration and staff). This would include lack of modernized equipment, resources and mediums for instruction.

Facilities – There is a lack of appropriate facilities for student use (i.e. access to restrooms, roofs and ceilings need replacement schoolwide, lack of an appropriate facility for physical education).

Staff Support

Curriculum Training – There is a lack of timely notification and training for core and supplementary programs for instructors and paraprofessionals. As a result, the programs are not implemented effectively and student instruction and achievement are impaired.

New Teacher Support – There is a lack of support for new teachers in the areas of communication and training in school procedures. New teachers work in isolation with minimal mentoring.

Inconsistent Staffing – There has been a high turnover in the Math Department over a 5-year period. As a result student achievement has been impaired severely.

Parent Involvement

Socio-Economic – Parents do not have tools (English language and literacy, internet access,

computer skills) to access resources that will allow them to support their students' education.

Effective Communication – There is ineffective communication to parents regarding student progress and student achievement.

Use of California standards-aligned instructional materials and targeted interventions.

In order to improve the academic performance of all students, Walton Middle School will implement the Response to Intervention (RTI) model. RTI will allow us to establish a management system to problem-solve and establish protocols to address the academic needs of all students. Walton Middle School will implement "Springboard", which is a rigorous researched-based curriculum in English and Mathematics for students in grades 6 – 12.

Curriculum pacing and appropriate use of instructional time.

Curriculum effectiveness will improve significantly as a result of the complete alignment of curriculum and assessments with state standards by the Middle School Curriculum Council. In addition the Curriculum Council will develop universal content standards based quarterly unit plans/curriculum guides, lesson plans and content level common assessments for core subject areas. Instructional time will be increased.

The school day and the school year will be extended and time will be reallocated to increase quality learning time for students and staff.

Curriculum effectiveness will improve significantly as a result of the complete alignment of curriculum and assessments with state standards by the Middle School Curriculum Council. In addition the Curriculum Council will develop universal content standards based quarterly unit plans/curriculum guides, lesson plans and content level common assessments for core subject areas. Instructional time will be increased. The school day and the school year will be extended and time will be reallocated to increase quality learning time for students and staff. Additional time for instruction and teacher learning will be added to the school year. The school day will be extended by one hour, four days per week so that students who need targeted interventions will receive instruction in core subjects to accelerate their learning. For those students in Far Below Basic and Below Basic bands, additional instruction will be designed to meet their needs. The school year will begin early with the Enrichment Intervention Academy.

Capacity to develop, access and analyze student performance data to inform and modify instruction.

We have chosen health and nutrition as platforms to make standards based learning come alive. We feel strongly that a hands-on experiential, creative, problem solving approach will support students in closing the achievement gap. In addition, we will establish a schoolwide public debate forum to give students opportunities to effectively communicate the importance of health and nutrition to their peers as well as to the at-large community. Professional Development, training, travel and substitutes will be used in support of modified instruction to achieve learning goals. In addition, existing and new Community Partnerships will be established, nurtured, strengthened and aligned to student achievement goals.

Alignment of federal, state and private fiscal resources to support school improvement.

Alignment of federal, state and private fiscal resources for Walton Learning Academy will be used to support our school reform efforts and will support programs that best fit the needs of our students. All resources will be aligned to focus on improving pupil achievement, developing school transformation goals of the district and school practices, focus on radical instructional improvement through the Transformation intervention model, to dramatically change and improve teacher and principal training and provide maximum flexibility on use of state categorical funds.

Staff effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model.

Walton Middle School is a Program Improvement Year Six School. Over the last six years we have been in the process of building a learning system that would build the capacity to address the learning needs of all of our students. Formerly, we embraced the philosophy of "Incremental Growth," which allowed us to effectively manage student performance, however we must, and we will aim higher.

Our vision is to provide an exemplary environment, utilizing a variety of data to ensure that each student succeeds in a standards-based curriculum and research-based professional development and training for staff including the use of supplementary resources and assessment tools for staff and students.

We will maximize learning opportunities to address the diverse learning needs of our students through Response to Intervention programs and strategies.

We will have the ability to support the Transformation model through resources and by developing an extended learning community, with support of families and the local community in collaboration to prepare students to be successful, responsible citizens in a global society.

Whaley Middle School

Whaley Middle School is located in Compton, California. Compton is located within the county of Los Angeles. The school is located along a busy avenue and within sight of a nearby freeway. The school is one of eight middle schools in a small urban school district. Of the eight middle schools, Whaley Middle School has the lowest student achievement overall.

Whaley Middle School serves 1039 students in grades sixth through eighth. As this is a public school, open to any student in the defined attendance areas, there are no admissions requirements. Students are expected to attend school daily for 180 instructional days.

The student ethnic distribution includes 88.1% Hispanic, 10.3% African American, and 1.6% other (California Department of Education, 2009). Additionally 55.6% of students are English Language Learners and 91% are eligible for free or reduced price meals through the National School Lunch Program (California Department of Education, 2009). The distribution in regards to gender is 49.9% female and 50.1% male (California Department of Education, 2009).

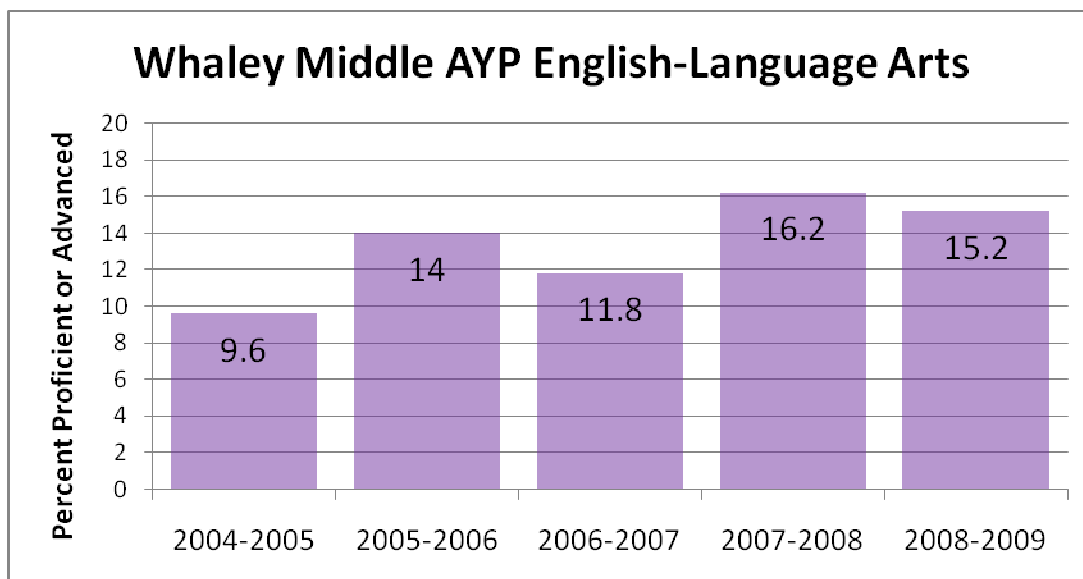
The teaching staff is comprised of 45 full time teachers, serving in a departmentalized setting, with an average teaching experience of 13.6 years (California Department of Education, 2009).

Teachers are responsible for delivering instruction to upwards of 150 students daily. Teachers are required to work an additional hour beyond the instructional day, each Wednesday, to participate in professional development and common instructional planning.

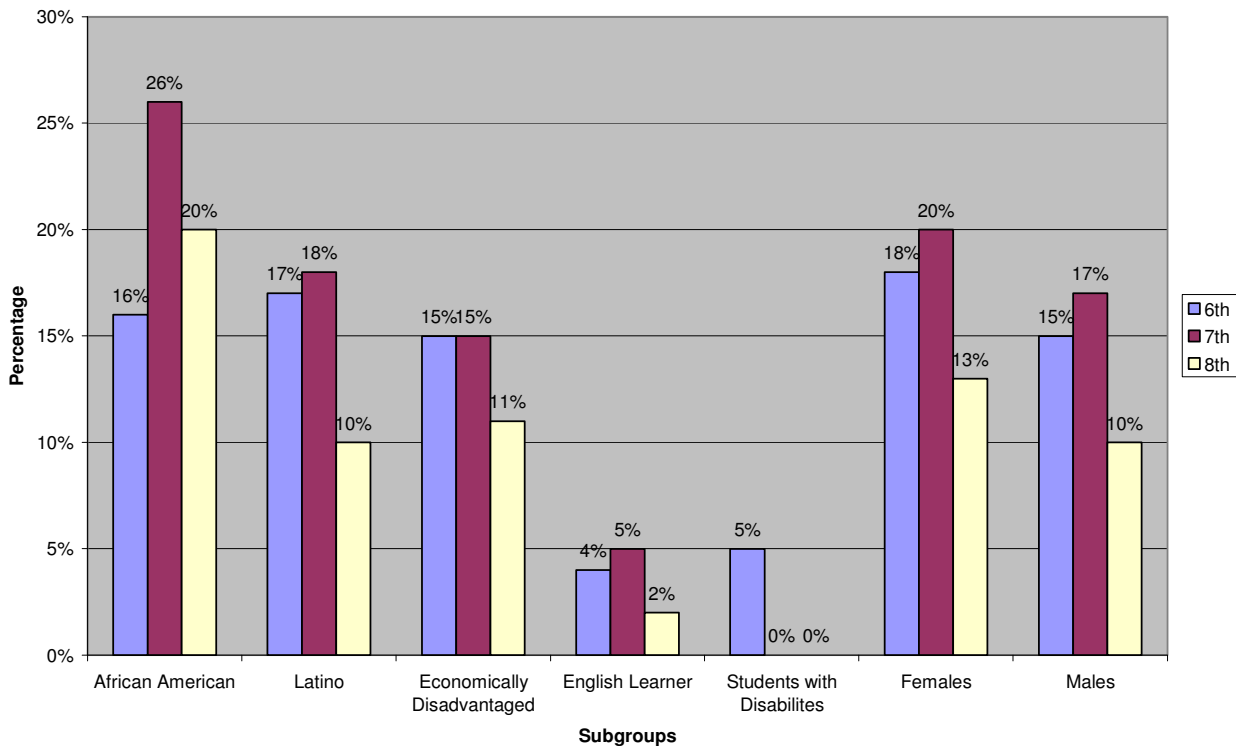
The school management staff consists of a principal and two assistant principals responsible for

overseeing all aspects of school operations. Additional certificated staff includes a counselor for each of the three grade levels served, a counselor responsible for discipline, and a teacher on special assignment to assist in the implementation and monitoring of categorical programs.

- ***Achievement data***



Whaley Middle 2008-09 AYP ELA



Barriers to Achievement

Knowledge and Skills Barriers:

- ❖ Development needed in teacher skill to utilize Data Driven Classroom to monitor student achievement.
- ❖ Increased skill in classroom management needed to enhance the learning experience for all students.
- ❖ Teachers need to deepen their understanding of how to incorporate interventions into the instructional day.
- ❖ Students enter without prerequisite skills to access the core curriculum.

Motivation Barriers:

- ❖ Teachers are unmotivated by the large discrepancy between current performance and the performance targets.
- ❖ Teachers are reluctant to engage with colleagues that contribute to poor school culture surrounding student achievement.
- ❖ Students lack motivation to do well in school since minimal consequences exist for failure.

Organization Barriers:

- ❖ Teachers exhibit low expectations for student achievement through interactions and rigor of work.
- ❖ School lacks the necessary technological infrastructure to support innovation.
- ❖ Staff development time is taken up with operational meetings instead of improving instruction.

Use of CA's standards-aligned instructional materials and targeted interventions

Whaley Middle School utilizes state adopted instructional materials in all core content areas. These materials are research based and have been shown to be effective with students. In addition to the core instructional materials, intervention instructional materials are utilized to meet the needs of students designated as in need of strategic or intensive instructional intervention. This intervention occurs during an additional class period during the regular school day. Students who are receiving intervention services are performing two or more grade levels below the necessary level to access the core curriculum.

Grade 6 Core	Intervention
Holt Literature & language Arts – Introductory Course	Scholastic Read 180 & System 44
Holt Handbook – Introductory Course	
Holt Ancient Civilizations	
McDougal Littell Focus on Earth Science	
Glencoe Mathematics, Concepts & Skills & Problems - 6	Harcourt Fast Forward Math

Grade 7 Core	Intervention
Holt Literature & language Arts – First Course	Scholastic Read 180 & System 44
Holt Handbook - First Course	
Holt World History: Medieval to Modern Times	
McDougal Littell Focus on Life Science	
Glencoe Mathematics, Concepts & Skills & Problems - 7	Harcourt Fast Forward Math

Grade 8 Core	Intervention
Holt Literature & language Arts – Second Course	Scholastic Read 180 & System 44
Holt Handbook – Second Course	
Holt United States History: Independence to 1914	
McDougal Littell Focus on Physical Science	
Glencoe Algebra 1, Concepts & Skills and Problems	Harcourt Fast Forward Math
UCLA Algebra Readiness	

A team of teachers has been appointed to serve as an advisory committee at the district level to create the district level unit plans that align the adopted curricular materials to the California Content Standards. The intent of this initiative is to create district wide cohesion so that accountability and progress monitoring can occur. Teachers from Whaley Middle School participate on this committee but the level of communication back to the staff as a whole has not

been carried out successfully, leaving a disconnect between the desired outcomes established at the district level and actualized classroom practice.

Read 180 is an accelerated reading program and focuses on reading comprehension for English Language Learners and struggling readers. The Read 180 program is partnered with an accelerated phonics program called System 44. It is designed for students who need early reading skills and strategies. Our teachers begin by assessing students using software that identifies the student's instructional reading level. The system responds to student needs by providing individualized lessons focusing on discrete student needs. Students are then instructed based on their needs through a variety of instructional approaches including whole group, small group, and collaborative groups.

Students in grade 8 who are academically unprepared to take Algebra 1 are provided instruction using the UCLA Algebra Readiness program. This program scaffolds the necessary knowledge students need to be ready to take Algebra 1 in high school. Algebra 1 is shown to be a gateway course and predict college success.

- ***Curriculum pacing and appropriate use of instructional time***

Teachers at Whaley Middle School utilize weekly time dedicated to professional learning communities to evaluate and plan implementation of the district provided unit plans. These unit plans serve as a starting point for the establishment of student learning goals which allows teachers to allocate instructional minutes to best meet goals. To help teachers meet the needs of students we have adopted a modified block schedule which minimizes wasted instructional minutes transitioning from class to class and allows teachers to develop lessons that involve more depth.

Teachers currently need to develop their skills at planning lessons and managing classroom environment so that the district level unit plans can be implemented. Teachers do not value the unit plans and therefore do not follow along with the plan.

- ***Faculty professional development, collaboration and instructional support***

Whaley Middle School teachers participate in staff development that is guided by teacher generated input into evaluating student data and planning instructional opportunities for students. Teacher regularly meet by departments and grade level to best meet the needs of students served. This level of inquiry into student work and mutual support of instruction is an emerging system for Whaley teachers and is slowly developing as teachers develop confidence and build a new culture. Progress is impeded by lack of teacher buy-in and active participation in building a culture of inquiry.

In addition to weekly collaboration, teachers participate in a variety of additional professional development opportunities that seeks to enhance capacity. We are currently working in developing lesson sequencing techniques to enhance instruction for English language Learners. Currently 8 teachers have been trained in the new process and they will continue the growth by training additional teachers so that the techniques generalize across classrooms.

To gain additional knowledge of effective practices we regularly send teachers to nationally recognized professional conferences. Teachers then are supposed to return to campus and present information they acquired. This helps to enhance teacher professionalism and encourage innovation. In practice this has not been a successful way of sharing best practices as opportunities to peer teach are not always made available.

- ***Capacity to develop, access and analyze student performance data to inform and modify instruction***

Teachers have all been trained and have access to Data Driven Classroom, an internet based information database that houses data on student achievement. Teachers can utilize the system to access formal test data like CST and CELDT as well as district and classroom based assessments. The current use of the system is still in the early stages but a few teachers have begun regularly using the program. Teachers at Whaley Middle School have adopted a narrow definition of assessment as a summative tool used to judge student performance and provide formal grades. Frequent assessment is seen as a barrier to instruction, instead of a tool to enhance practice. Teachers lack the knowledge and skills needed to incorporate formative assessment as a means of measuring student progress toward meeting standards (Stecher, Hamilton, & Gonzalez, 2003). As a result, they do not regularly use assessment results to modify instructional practice despite the evidence that well executed formative assessment can provide a foundation for increasing student capacity (Black & William, 1998).

- ***Alignment of federal, state and private fiscal resources to support school improvement***

Whaley Middle School will use SIG grant funding to engage students in high level science and math. To do this we will need to hire additional support staff to act as math and science curriculum specialists as well as additional teachers to support instruction. This will make a rigorous academic plan the norm for all students. For more details please see form 4b, 5b, and 10 for additional information. Also, please see section eight for sustaining reforms.

- ***Staff effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model***

Teachers at Whaley Middle School have the capacity to push students to achieve at higher levels. Our teachers have exhibited strengths in helping our students increase achievement in math and we hope to build on this capacity to sustain growth.

Willowbrook Middle School

- ***Achievement data***

Data Analysis and Student Performance

Located in north Compton, Willowbrook Middle School serves approximately 450 students: 59% Hispanic, 40% African American and 1% other (CBEDS, California Department of Education, 2008-2009). 30% of the students are English Learners, and 30% are Reclassified English Proficient (RFEP) students. 12% of the students are students with disabilities. All students qualify for free lunch.

The No Child Left Behind Act of 2001 (NCLB) requires that all students reach high academic standards and attain proficiency levels in English Language arts (ELA) and mathematics by the 2013-2014 school year. Willowbrook Middle School in the Compton Unified School District has not been able to reach all its academic targets and faces a bureaucratic accountability problem measured by achievement data (Goldberg & Morrison, 2003).

During the past three years, Willowbrook has met its API Growth Targets. However, the current 638 API indicates that the school underperformed when compared to the API average of similar schools in the district (a 5-point gap) and to the API average of middle schools in the state of California (a 117-point gap).

CELDT Analysis (2008-2009/2009-2010)

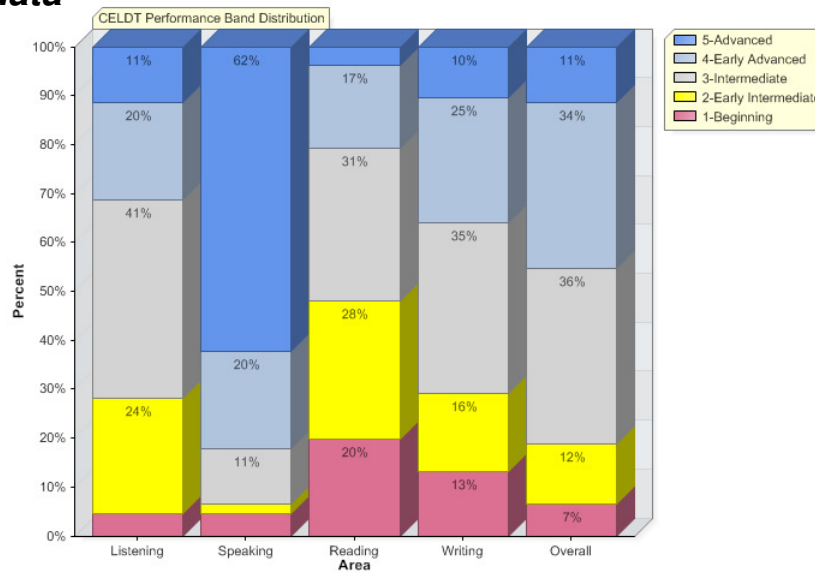
The 2009-2010 CELDT results show that English learners at Willowbrook Middle School are making significant gains in English language acquisition (AMAO# 1). When analyzing the growth from band to band and comparing the results to the previous academic year (2008-2009) we can see that students in this subgroup are learning English at a faster pace. The percentage of students scoring at the beginning and early-intermediate levels has been reduced significantly, decreasing from a 12% in 2008 to a 7% in 2009. Similarly, the percentage of students scoring in the intermediate level has also been reduced by almost 10%, while the percentage of students moving to proficiency levels has increased by 12%.

The 2009-2010 CELDT data shows that 58% of our English learners have now reached language proficiency: 22% scored advanced and 36% scored early-advanced. This is a significant improvement in comparison with the 2008-2009 school year when only 46% of the students reached proficiency. This improvement of 12% growth in language proficiency results in a positive contribution towards meeting the district AMAO goal # 2.

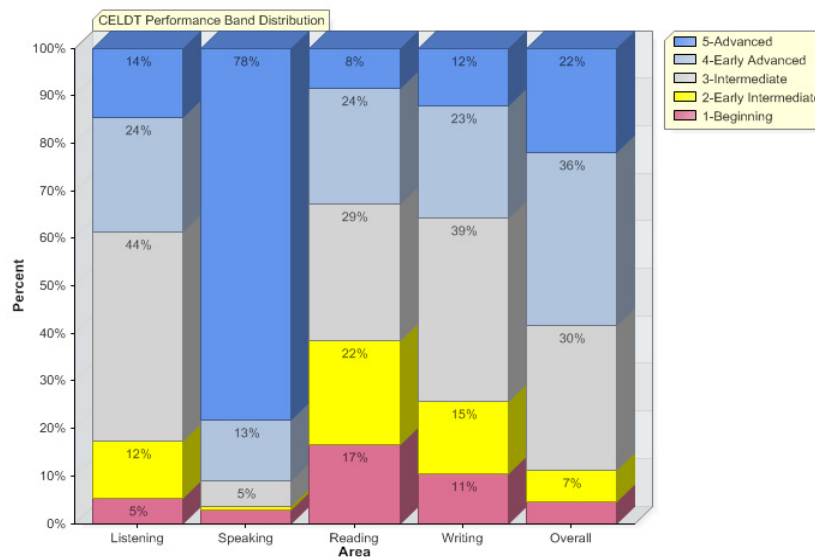
When analyzing each of the domains individually, we can see that 90% of the students show proficiency in speaking. Most of our students have been born in this country, and are fluent when speaking the language. However, only 39% of the students show proficiency in their listening comprehension, while 45% of them remain at the intermediate level. As expected, our English learners show the lowest proficiency in the literacy domains, both reading and writing. Reading comprehension still poses our biggest concern, with only 33% of students reaching proficiency, and a very high 40% scoring under the intermediate level. Writing is also a concern across the board. Only 34% of the students reach proficiency in this area.

During the 2009-2010 school year 34 students were redesignated, which represents over 23% of our EL population. Willowbrook currently has the highest redesignation rate of all of the secondary schools in our district. However, we still need to continue putting the necessary interventions in place to meet the needs of our English Learners in the areas of English Language Arts and Mathematics.

2008 CELDT data



2009 CELDT data



Barriers for Student Achievement

The Willowbrook Middle School Transformational Team decided to utilize the framework presented by Clark and Estes (2008) in order to identify the obstacles that prevent the school to reach its Annual Measurable Objectives (AMO's). Under this framework, the team examined how *knowledge*, *motivation* and *organizational* barriers conflict with the school's goals.

The core of a school organization is defined by the interaction between teachers, students and the core content (Elmore, 2002). For that reason, the team identified the following *knowledge barriers*:

1) lack of training on alternative methodology that will ensure that critical thinking skills and dispositions are taught purposely and strategically and are not viewed as mere expectations; 2) lack of teacher expertise; only 87.5% of the Willowbrook teachers hold full-teaching credentials (California Department of Education, 2010); 3) Being a small school, Willowbrook teachers often work in isolation during the instructional day, with not many opportunities to collaborate during their preparation time; and 4) teachers did not receive sufficient training on how to efficiently plan or pace their lessons to ensure that all content standards are taught in class.

There are also some *motivation factors* that have contributed to the low academic performance of our students: 1) the current achievement gap may cause teachers to feel that the performance goals have been traditionally unrealistic and “stretched” (Clark & Estes, 2008, p. 27); 2) the physical appearance impacts people’s attitude and it manifests in a tacit agreement that Willowbrook is “the failing corner school.”; 3) tendency to locate the problem within students, families, and communities; 4) student discipline and socio-emotional challenges; 4) inability for years to reward, increase, and sustain motivation at all levels

Under the *organizational/cultural* barriers, the team has recognized the need to create a system for professional accountability that “ensures that educators acquire and apply the knowledge and skills needed for effective practice” (O’Day, 2002, p. 316). Such system must include: 1) allocating time and resources for professional development; 2) mentoring, and collaboration; 3) data analysis; and 4) peer review (O’Day, 2002). Furthermore, we must include other aspects such as 6) inadequate facilities; 6) lack of technology support; 7) insufficient instructional materials; and 8) the inexistence of both, a computer or a science lab. The team concluded that it is primordial to delineate a performance goal that will focus on creating the necessary protocols and structures for Willowbrook Middle School to become a place for teaching and learning.

Effective performance improvement must start with clearly understood work goals and accurate analysis of the cause of the gaps between current and desired performance (Bandura, 1997). Since it is essential that students learn the materials that are going to be tested, the first performance goal addresses the areas of knowledge. One of the school’s priorities is to ensure that teachers understand how to align their instruction to the content standards. Alignment refers to the concordance of two components “to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what they are expected to know and do” (Webb, Horton & O’Neal, 2002, p. 2). In order to align instruction to the standards, teachers must be involved in reviewing the structure of each standard and not only analyze the goals and objectives, but acquire depth-of-knowledge, which describes the cognitive skills that students are expected to know and do as stated in the standards (Webb, et al., 2002).

The second performance goal focuses on developing professional capacity by creating pre-service and in-service training on alternative methodology. Critical thinking skills involve a series of cognitive behaviors such as: judgment, interpretation, self-regulation, and the ability to inference and create (Abrami et al., 2008). Teachers must understand that “successful problem solving requires rather precise knowledge about policies, protocols and consequences specific to the problem in question” (Hyslop-Margison, 2003, p. 319).

The third performance goal intends to increase collaboration among teachers because “motivation

is the product of interaction between people and their work environment” (Clark & Estes, 2008, p. 86). Achievable goals and self-efficacy beliefs can help regulate individual desirable actions, but social effort to improve an organization requires “the merging of diverse self-interests in support of common core values and goals” (Bandura, 2001, p. 18).

The fourth performance goal will focus on creating the necessary protocols and structures for Willowbrook Middle School to become a place for teaching and learning. Clark and Estes (2008) recommend focusing on people and what they need in order to achieve efficiency. Schools are designed as entities where there is little interaction among professionals and where most teachers work in isolation assuming that they don’t need to improve their practice (Elmore, 2002). However, stable school-based settings, distributed leadership, and explicit set of protocols are key to effective teacher teams that can help to close the achievement gap (Saunders, Goldenberg & Gallimore, 2009).

The Willowbrook Middle School Transformational Team will be responsible for creating a system for professional accountability that ensures that educators acquire and apply the knowledge and skills needed for effective practice. Since all school stakeholders must commit to a new kind of behavior, the team will strive to create a culture of assessments, a system where decisions are based on data research, analysis and communication among all stakeholders (Ndoye & Parker, 2010).

Use of CA’s standards-aligned instructional materials and targeted interventions

The District-adopted curricula are aligned with state content standards, research-based and have been shown to be effective. In addition, our teachers deconstruct the standards and review the District Unit Plans to map out all the necessary skills needed to be learned within a year for every subject matter.

GRADE 6 CORE	SUPPLEMENTAL
Holt Literature & language Arts (6)	Read 180 & Accelerated Reader
Holt Handbook (6)	
Holt Ancient civilization (6)	
Focus on Earth Science (6)	
Mathematics, Concepts & Skills & Problems (6)	Fast Forward & Buckle Down in Math

GRADE 7 CORE	SUPPLEMENTAL
Holt Literature & language Arts (7)	Read 180 & Accelerated Reader
Holt Handbook (7)	
World History: Medieval to Modern times (7)	
Focus on Life Science (6)	
Mathematics, Concepts & Skills & Problems (7)	Fast Forward & Buckle Down in Math

TEXTBOOK TITLE	SUPPLEMENTAL
Holt Literature & language Arts (8)	Read 180 & Accelerated Reader
Holt Handbook (8)	
United States History: Independence to 1914 (8)	
Focus on Physical Science (6)	
Algebra 1, Concepts & Skills and Problems (8)	Fast Forward & Buckle Down in Math

Instruction in the core curricular classes is supplemented with intervention classes for students who need additional support. Students who are performing two or more grade levels below have the opportunity to receive additional support from our reading and math intervention teachers. As stated in a study by Kroesbergen, Evelyn H. & Van Luit, Johannes E. H. (2003), *“the computer cannot remediate the basic difficulties that the children encounter. The results of the present study show that in general, traditional interventions with humans as teachers, and not computers, are most effective.”*

In our reading intervention class, the teacher implements *READ 180*. *READ 180* is a comprehensive reading intervention program proven to meet the needs of struggling readers in transitional Grades 3–12. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. In addition, a total of 155 research studies support the effectiveness of Accelerated Reader. Although we have noticed improvement in the students participating in our reading intervention class,

Another program that we have minimally implemented at Willowbrook is Accelerated Reader (AR). Accelerated Reader (AR) provides daily information about student reading and makes it easy to continuously monitor comprehension, track the time students spend reading, and differentiate reading practice. Unfortunately, the program has not been thoroughly implemented at the school due to different factors, such as the lack of classroom technology (e.g. computers), or a school computer lab. The program will be implemented during the Language Arts block of time as a reading intervention for our students.

As for the area of intervention math, there is not a school adopted program that is currently in place, although some of our teachers have utilized Math Fast Forward and Buckle Down in Math. *California Fast Forward Math* is a program for students who are at serious risk of not meeting the Standards. Generally, these students are performing two or more years below grade level. These students require an intensive intervention program that focuses on foundational skills and concepts essential for success in a basic grade-level mathematics program. *California Fast Forward Math* serves as a vehicle for students to accelerate their progress in mathematics in the shortest possible time so that they can begin to make progress using the basic grade-level programs. On the same line, *Buckle Down California Standards Review, Mathematics* brings students skill-strengthening review that will benefit every child. Students reinforce commonly tested math concepts with examples from real-world situations that facilitate understanding. Kid-friendly lessons fully cover the California Mathematics Content Standards to ensure student success.

- ***Curriculum pacing and appropriate use of instructional time***

Willowbrook Middle School teachers implement the district unit plans for every subject area. Unit plans were contributed by a variety of teachers from many different schools in our district as tools to organize teaching. The unit plans offer a sequence for delivering content and provide a clear scope for what must be taught to all students in the different areas.

Although the district pacing guides are a very useful tool, Willowbrook teachers understand the importance of adjusting them to the idiosyncrasy of their students, their abilities and their needs. They also see the imperative of analyzing the different standards and the students' performance on the California State Tests and make any necessary changes to the document.

Before the start of the school year, teachers plan to spend one week analyzing the results from last spring's CSTs—taking special note of standards strands that students had difficulty with. Based on these results, departments will sequence each standard into coherent units and allocated blocks of time to each unit of standards. Each department will take significant steps to revamp the pacing guides provided by the district. Throughout the year, teachers will also meet in departments, or PLCs, to refine units and reallocate time—while still ensuring that each key standard is mastered by students. Our teachers will meet on an ongoing basis to effectively review and align the unit plans to the district adopted curriculum, and monitor the standards covered every quarter.

- ***Faculty professional development, collaboration and instructional support***

A fundamental lesson learned in the past decade of school reform efforts is that far more time is required for ***professional development*** and cooperative work than is now available. In fact, time has emerged as the key issue in every analysis of school change appearing in the last decade (Fullan & Miles, 1992). Teachers' professional development in a climate of educational reform must address the additional challenges of implementing educational standards, working with diverse populations, and changing forms of student assessment. Clearly, teachers "need more time to work with colleagues, to critically examine the new standards being proposed, and to revise curriculum. They need opportunities to develop, master, and reflect on new approaches to working with children" (Corcoran, 1995)

At Willowbrook Middle School we do understand that a school system's most important asset is its teaching force. And, the most important investment a school board, administrators, and parents can make in a school system is to ensure that teachers continue to learn. Over time, the administration at Willowbrook has provided teachers in different content areas the opportunity to attend some professional development workshops, conferences, and trainings to better meet the academic needs of all students. The professional development opportunities that our teachers have attended include research-based components, classroom connections, teaching support, and classroom demonstrations. This approach is to make sure that all teachers have the materials, knowledge, training, and assessment tools to implement the desired learning strategy.

Although our teachers have attended professional development opportunities in the past, we believe that it is necessary to continue attending rigorous and on-going professional development sessions that will cover all different content areas such as literacy, mathematics, writing, history, science, technology, and visual and performing arts. Other professional development opportunities will include topics such as addressing the needs of diverse students. One of the most salient district trainings that our EL Lead Team has attended this 2009-2010 year, for example, is the ELD/Universal Access/SDAIE training by our district EL consultant, *Coaching Alongside*. This training equipped our ELD teachers with in-depth research on the most effective strategies and instructional practices that they can implement in their classrooms to better meet the language and academic needs of our English Learners. During the 2010-2011 school year our EL Lead Team will complete Tier II of the training.

Attending ongoing seminars and conferences will also be part of providing teachers with the appropriate professional development. These conferences and seminars include, but are not limited to NABE, CAFE, Educating the Black Child, California League of Middle Schools, and A Framework for Understanding Poverty.

Other stake holders, including our classified staff or our parents must also be given the opportunity to attend professional development. School counselors will attend the California Association of School Counselors; our office staff will attend the yearly Eagle conference, and our parents have the opportunity to attend the fall retreat in Ontario.

In the area of **collaboration**, we understand that teamwork among educators is key in guaranteeing a strong instructional program and student achievement. Through professional learning communities, staff meetings, committees, and peer coaching our teachers have had the opportunity to learn from each other in order to improve their craft, and improve student achievement.

Willowbrook Middle School is smoothly shaping into a professional learning community that believes that the role of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for our school. Our teachers recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they are in the process of creating structures to promote a collaborative culture. Our aim is that every teacher team will participate in an ongoing process of identifying the current level of student achievement, establish a goal to improve the current level, work together to achieve that goal, and provide periodic evidence of progress.

Middle school grade level meetings are invaluable in determining group dynamics. What one teacher may observe in any particular class might be a distinct pattern within that class that can be addressed only when all teachers share similar observations and develop a plan of action in response. Grade level meetings also address common, interdisciplinary objectives and outcomes. Willowbrook middle school will allocate funding for teachers to have the opportunity to hold these grade level meetings.

Willowbrook Middle School also recognizes the value and importance of peer observation of

teaching as an activity that is both collegial and developmental. It is important both for enhancing the status of teaching and learning and for strengthening quality assurance processes. It is our school policy that teachers must engage annually in peer observation of teaching. The objectives of peer observation of teaching at Willowbrook are to: foster discussion and dissemination of best practice; help ensure that Willowbrook is providing a high quality educational experience for its students; encourage all staff to reflect on the effectiveness of their own teaching; enhance the importance attached to the quality of teaching; help inform both personal and departmental staff development planning; identify any weaknesses and put in place an action plan to remedy them; and help staff prepare for a periodic or external review. Finally, funding will be allocated for substitutes so that teachers can meet, collaborate, and plan accordingly. Substitutes will also cover classes while teachers observe other peers/colleagues.

Finally, in order to better meet the needs of the new teachers at Willowbrook we see the need of putting in place a new teacher orientation program. Teachers new to Willowbrook but not to the profession will be introduced to our policies and practices by their house. Teacher leaders will “buddy-up” with new hires to act as liaisons and guides through the systems and curriculum each house will have in place. A new teacher binder with bell-schedules, policies, and procedures will be provided for quick reference to all new teachers. If the teachers are new to Willowbrook and to teaching we will put other safety nets in place. Teacher leaders will work in collaboration with the CUSD Beginning Teachers Support and Assessment (BTSA) program to guide teachers new to the profession who will act as on-site, always accessible support. All new teachers will be required to meet once a month for one hour of PD after school. During this PD, the principal and Specialists will provide training to assist teachers in becoming familiar with the school’s policies, procedures, curriculum and differentiation. A new teacher binder with bell-schedules, policies, and procedures will be provided for quick reference to all new teachers.

The ***instructional support*** at Willowbrook Middle School has been limited over time. The school does not currently have any curriculum specialist or academic coaches in place to support teachers and students. There is only one regular aid instructional assistant. We understand that education support personnel play an important role in guarantying highly qualified instruction at Willowbrook Middle School. Funding will be allocated to hire a team of specialists and instructional assistants so that can support teachers and students in the classroom and enhance the instructional program.

During the 2009-2010 school year, Willowbrook Middle School will hire an EL Specialist, an ELA Specialist, and a Math Specialist. We believe that an English Learner Specialist will have a positive impact in the academic achievement of all of our students. The EL Specialist will bring a variety of effective instructional practices that will be applicable across all content areas and from which all students can benefit. The EL specialist will work very closely with teachers, coaching and modeling lessons, analyzing data, and designing lessons.

Additional support personnel will be hired during the 2010-2011 school year. Given the low performance of all of our subgroups in the area of English language arts (25.8%), Willowbrook Middle School plans to hire a part-time English Language Arts Specialist. The ELA Specialist will support the instructional program by promoting teacher growth through teaching and learning, collaboration, professional reflection, interaction and program implementation.

Mathematics is also an area of concern for our school. Given the low performance of our students in the area of mathematics as measured by the California Standardized Test (20.3% proficiency), Willowbrook Middle School plans to hire a part-time Mathematics Specialist for the 2010-2011 school year. The Math Specialist will bring with him/her a strong preparation and background in mathematics content, instructional strategies, and school leadership. He/she will be responsible for supporting the professional growth of his/her colleagues and promoting enhanced mathematics instruction and student learning throughout our school. He/she will also be responsible for strengthening classroom teachers' understanding of mathematics content and helping teachers develop more effective mathematics teaching practices that allow all students to reach high standards, as well as sharing research addressing how students learn mathematics.

Other staff will provide support to our teachers during the 2010-2011 school year. Willowbrook Middle School plans to hire four instructional assistants to support the learning process in the classroom. These assistants will support and assist children in learning class material using the teacher's lesson plans, and providing students with individualized attention. In addition, the school plans to hire a computer lab assistant to assist students and oversee all lab equipment. He/she will be responsible for keeping the lab and equipment clean, and maintain a comfortable and safe working environment for lab users.

- ***Capacity to develop, access and analyze student performance data to inform and modify instruction***

Willowbrook teachers utilize a variety of formative and summative assessments that help us analyze student performance. These assessments include state assessments, district benchmark assessments, end-of-unit or chapter tests, and teacher-generated assessments. The data system that we have in place in our district is *Data Driven Classroom*, and it allows us to generate longitudinal reports and student snapshots that help inform and modify instruction.

Although Willowbrook teachers and administrators utilize PLCs to analyze data and make informed decisions, we believe that this process must become frequent, more rigorous, and laser-focused. Our next step is to collect data on student learning in order to set goals for improved student achievement and make decisions about professional development that will advance them toward those goals. In studying data, it is important that we start looking for patterns and frequencies of phenomena. As we meet to analyze data we must ask ourselves the following questions: Are subgroups of racial, ethnic, socioeconomic status (SES), limited English proficient (LEP), gender, and individualized education program (IEP) populations being equally well served by current educational programs? Are reading comprehension or math problem-solving difficulties distributed across a broad range of students or do problems cluster in subgroups? What percentage of the total student population and of each subgroup are meeting the expectations laid out in district standards and benchmarks? Do scores vary markedly between teachers or grade levels? It is from these data that goals for student learning are formulated, so it is critical that our school has sufficient data and examine it in enough depth to determine the current levels of student proficiency in the basic subjects.

- ***Alignment of federal, state and private fiscal resources to support school improvement***

Willowbrook Middle School receives both federal and state funding in order to support school improvement and academic achievement. However, for a successful implementation of our transformation model, we understand that additional SIG funding will be necessary.

Our school plans to utilize **SIG funding** for a variety of purposes that are clearly explained on 4b, 5b, and Form 10:

- *Instructional and Support Strategies:* extended instructional time for students, support from external consultants for professional development, and certificated staff to provide support for improvement efforts with increasing student achievement, decreasing discipline issues and with data collection and analysis support.
- *Learning Time and Support:* monetary support for continuous improvement on refinement of the building's learning improvement criteria and goals, RTI scheduling and for the establishment of a Parent and Teaching Organization.
- *Governance:* compensate staff for the work conducive to ensuring fidelity on the process for implementation of the Response to Intervention model.
- *Intervention Supports:* additional staffing support in math and literacy, data clerical support and additional time, support and travel for staff and students with interventions that will create significant academic achievement and also provides district and school support in the recruitment and retention of highly qualified staff.
- ***Staff effectiveness including but not limited to methods of instruction, experience, subject expertise, and ability to support intervention model***

The Willowbrook Middle School educator qualifications can be summarized as follows: 21 teachers (87.5%) hold full credentials, 2 teachers (8.3%) are university interns, and 1 teacher (4.2%) holds an emergency credential (California Department of Education, 2010). Being a QEIA school, only experienced and clear credentialed teachers are considered when hiring.

The majority of teachers at Willowbrook are well-versed in their subject matter, and many of them already implement a variety of instructional practices in order to meet the academic needs of the students. They have the ability to successfully implement and support the intervention model in the years to come. However, in order to achieve this goal, they understand the commitment necessary to refine and empower their instructional practices and incorporate a variety of methods of instruction as part of their daily teaching. These methods include, but are not limited to, lecturing, direct instruction, cooperative learning groups, demonstration, and discussions. As effective teachers, they will demonstrate the ability to motivate high academic engagement and competence; maintain excellent classroom management; foster a positive, reinforcing, cooperative environment; teach skills in context; place an emphasis on literature reading and writing; create a match between accelerating demands and student competence; encouraging self-regulation; and establish connections across curricula.

This past year, the district has been facilitating cross-school, district-wide professional learning communities in order to promote collaboration and data analysis. Our teachers have been discussing ways to measure teacher effectiveness and allocate support for teachers who need it. Some of the ideas include portfolios and instructional rounds. The district has also been discussing using Take One to provide professional development for teachers. Compton Education Association has agreed to discuss revising teacher evaluation procedures. SIG funding will help provide necessary resources for teachers to develop the capacity to improve instruction and boost student achievement, especially in upper level math and English.

Centennial High School

Needs Analysis

Stakeholders, reflecting a wide range of perspectives:

- CUSD District and Centennial High School Administrators,
- School Site Council (SSC-parents, students Centennial High School Staff, classified personnel), business partners
- District Advisory Council (DAC),
- Compton Education Association Representatives (Compton Teachers' bargaining unit),
- and DAIT Team providers;

Reviewed, analyzed and gave oral and written suggestions and recommendations on Centennial's process, demographic, administrative, perceptual, and student achievement data using a variety of state, local and site formative and summative assessment instruments.

Central Office Administrators, Principals, and Assistant Principals by whole staff; grade levels; subject matter departments; and other stakeholder focus groups participated in data chats with Associate Superintendents, other high school principals, and the Directors of Advanced Learning and Intervention and Support Programs to analyze Adequate Yearly Progress (AYP), Academic Performance Index (API), Annual Measurable Achievement Objectives, and the distribution of Highly Qualified Teachers (HQT). Data were used to determine student academic and social strengths and needs, synthesizing all data to inform the selection of the appropriate 1003(g) Improvement Intervention Model.

The instruments used to conduct the needs analysis included: California Standards Testing (CST 2006 – 2009), California High School Exit Examination (CAHSEE – 2006 – 2009), California English Learner Diagnostic Test (CELDT – 2005 – 2009), graduation rate as defined by No Child Left Behind (2005 – 2008), California Academic Progress Survey (APS), California Healthy Kids Survey, California English Learner Subgroup Self-Assessment (ELSSA 2007 – 2009), District Assistance and Intervention Team (DAIT) findings and recommendations, Western Association of Schools and Colleges (WASC 2007 – 2009) findings and recommendations, Compton Unified School District (CUSD) Academic Benchmark Tests (Math, English Language Arts, Science, History/Social Studies 2007 – 2009), Curriculum Embedded Tests, Centennial checklists/observations, classroom data, site parent, community, staff and student school climate surveys, National Network Partnership Survey (parent involvement) (Epstein-Harvard), CUSD Parent Survey/Interviews and CUSD Parent Teacher Conference results; site staff and student

attendance data, site expulsion and suspension reports, to determine academic strengths, weaknesses and school climate.

Roles and Responsibilities of collaborative partners conducting the needs assessment and/or analyzing data:

More than fourteen meetings were held with groups of stakeholders to determine which intervention model would be the best fit for Centennial High School and to gather stakeholder input. The formal process for selecting an Intervention Model began with the entire staff, including classified and certificated employees, participating in:

Secondary Reform Meetings with Centennial alumni, community members, Centennial staff, CUSD Superintendents cabinet, CUSD Central Office Support Personnel to discuss data and receive stakeholder suggestions for reform and

Model Intervention Information Meetings led by a collaborative leadership team consisting of the President and the Executive Director of the **Compton Education Association** (Teacher's Collective Bargaining Unit), CUSD Superintendent, Associate Superintendent of Secondary Schools, and the CUSD Senior Director of Special Projects. The Team visited each low performing school in a series of **Model Intervention Informational Meetings** explaining and fielding questions on the required elements of each of the four Intervention Models: Restart, Turnaround, Closure and Transformation. Staff received a series of questions help them continue site conversations around model intervention selection. The selection process continued with school site meetings (grade and department level, School Site Council, English Learners Committee, etc.) and discussions.

The stakeholders met in small and large groups:

- With and without Central Office Administrators;
- Principals, Assistant Principals, and teachers met by grade level, subject matter departments;
- Other stakeholder focus groups (institutions of higher learning (El Camino College Compton Learning Center, California University Dominguez's Hill

State, local, and various formative and summative assessment data helped to drive instruction and decision making at Centennial.

Findings

After careful review and discussion of all data, the school and district found the following results:

School-wide proficiency scores: English Language Arts proficiency 27.3%, Math proficiency 23%, World History proficiency 29% and U.S. History proficiency 24%.

An analysis of data by subgroup revealed the following proficiency results:

Proficiency in Mathematics

- Students with Disabilities – 7%
- English Learners – 25.7%
- African American Students – 23%

Proficiency in English Language Arts

- Students with Disabilities –2%
- English Learners –26.3%
- African American Students – 20.3%

Data analysis results indicate that on a school-wide basis students are performing far below proficiency in Mathematics, English Language Arts and English learning. Students with disabilities and African American student subgroups show the least academic progress.

School climate, parent, student, and staff interviews and surveys; analysis of staff and students attendance patterns; indicate areas of strength and areas of great need. Rapid change and improvement is needed in the areas of **school climate, parent involvement, student achievement and student discipline and behavior.**

Barriers to Student Achievement

The following barriers contribute to students underperforming:

- Limited staff and student **Trust**, in each other, themselves and/or the instructional process
- Meaningful goal setting
- Staff can use data vocabulary such as data driven curricula, data driven decision making, but are unable to effectively link student data results and adult teaching practices
- Language and Literacy issues that impede parent/school communication and cooperation.
- Teachers attempt to consistently interpret student work, but produce uneven results(Danielson, 2002)
- Low student and staff morale, including feelings of disrespect, alienation, and Isolation within and towards both groups
- Poor staff and student attendance
- Limited parent involvement; parents/guardians/community expressing feelings of being unwelcome and unneeded on the campus.
- Low expectations for students
- Staff needs to understand and address learner diversity (group, individual differences in culture, ethnicity, gender, prior educational backgrounds and prior challenges).
- Students need to respect self, group, and individual differences; culture, ethnic, gender and educational diversity.
- Limited possession of the reading and writing skills needed by all students to succeed.
- Lack of timely focused interventions for struggling students
- Interventions for African American and Latino males to acquire and use socialization skills

such as: conflict resolution, positive peer interaction strategies, creating and sustaining positive relationships

- Some students report there is no adult in the school with whom they feel they can discuss these issues of importance to them, and many of the students come from underrepresented social or cultural groups.
- Limited support to connect student experiences with Global Issues
- Limited resources that go beyond the textbook
- Limited strategies, supports and resources to provide support for teachers new to the profession or new to the subject area.
- Limited safety nets to ensure college and career readiness for all students
- Unemployment and poverty.
- More than 70% of students live in homes below the national poverty level.
- Frequent changes in administration (three different principals in the last five years)
- Student and staff attendance
- Programs not implemented with fidelity and consistency

District and Centennial High School data revealed that the students' assessment results showed small incremental gains over the past 5 years. There are a number of academic and social development areas that need strengthening. The Centennial staff, School Site Council, English Language Committee and community members based upon data results have identified the following **high priority areas** for schoolwide reform:

- Establishing five Small Learning Communities (career and academic theme academies) for grades 9-12. There will be a **Ninth Grade Academy** and four College-Career Theme Academies: (a) **Business, Finance and Information Technology Academy** (b) **Health, Science and Medical Careers Academy** (c) **Public Services Academy** and (d) **Fine Arts Academy**
- Creating a safe, nurturing, school climate and culture for all adults and students on or visiting the campus. The school has adopted "**The Family Friendly Schools Initiative**" and is part of the National Network Partnership (parent involvement)
- Strengthening the school-wide **RTI** process for academic and behavior intervention
- Providing differentiated, research-based, capacity building professional development to improve rigor, relevance and relationships in student instruction through **Take One** for all students.

Use of CA standards-aligned instructional materials and targeted interventions

Centennial High School utilizes state adopted instructional materials in all core content areas. The core content materials include:

- English-Language Arts: Holt, Rinehart & Winston, Pearson, Prentice Hall (Grades 9-12)
- English Language Development: EDGE (Hampton Brown)
- Mathematics: Holt, Pearson, Prentice Hall (Grades 9-12)
- Science: Glencoe, McDougal, Houghton, Holt, Pearson, Prentice Hall (Grades 9-12)
- Social Studies: Prentice Hall, McDougal, Glencoe, Houghton (Grades 9-12)

Additional support is available through the use of technology including:

- Accelerated Reader
- Read 180
- Language Labs for EL students, English Only students wishing learn a second language

Reading Intervention currently takes place both in the core classroom and through specific reading intervention classes, whose instructors utilize the Read 180 program.

Curriculum Pacing and appropriate use of Instructional Time

Centennial teachers utilize CUSD Curriculum and Instruction pacing guides. The pacing guides have been aligned to ensure that all key standards are taught prior to CST testing. At Centennial, grade level and/or subject area teachers (e.g., Biology, 10th grade English) have met as a unit and created a backwards design curriculum plan for the school year.

Subject-alike teacher level teams meet weekly during their **common prep period** to discuss weekly plans, pacing, instructional practices and differentiation for students. This provides teachers with the opportunity to collaborate and provide consistent instruction across the grade level and throughout the school.

Faculty professional development, collaboration and instructional support

Compton Unified School District and the **Compton Education Association (CEA-Teacher's Union)** have formed a collaborative partnership to implement whole school reform using the **National Board for Professional Teaching Standard's Take One** as the pivotal component of the each school's continuous Professional Development Plan. **Take One** is part of the CUSD's goal for all teachers to become **National Board Certified. Take One** was developed by **NBTS** and is being used in all CUSD schools identified as lowest performing. The areas certified for **Take One** may be used to obtain **National Board Certification**. Davis' staff will participate in year long professional development through **Take One** strategies and activities which include:

- Understanding Performance-based Assessment and Evidence Centered Teaching
- Portfolio and the Architecture of Accomplished Teaching
- Establishing Learning Goals for Students
- Coherent Instruction-What it is and How to design It
- Writing About Teaching
- Developing a Positive Learning Environment
- Analysis an Reflection: Revising Written Commentaries
- Enhancing Instructional Decision Making
- Understanding the Assessment Process

Site principals at the **Transformation Schools** will participate in **Take One** with the teaching staff. Effective principals as instructional leaders and organizational change agents are essential to the advancement of effective school reform.

Compton Education Association has agreed to discuss issues and topics around incentives, policy changes, teacher and administrator monitoring and evaluation procedures.

Centennial teachers participate in professional development at the school and district level. The teachers, principal and curriculum specialists have provided training to the staff in: data analysis, common assessment, best practices, and other topics to help teachers best meet the needs of their students. These professional development trainings take place during the bi-monthly staff meetings, during the summer months, and on weekends. SIG support will enable staff to participate in Online professional development, greatly increasing participation opportunities for staff and parents. The teachers have received additional training by the district in curriculum mapping and EL instruction.

In addition to professional development during weekly staff meetings, subject-alike grade level teachers participate in **professional learning communities**. Teachers meet with grade level colleagues and discuss student achievement, review student work, test results and strategies for meeting students' needs at their specific level. The principal, curriculum specialists and other members of the administrative team meets with teams of teacher on a regular basis to monitor their progress.

Capacity to develop access and analyze student performance data to inform and modify instruction

Teachers have all been trained and have access to Data Driven Classroom, an internet based information database that houses data on student achievement. Teachers use the system to access student results from CST's as well as district benchmarks each trimester. Each grade level has designed common assessments that target the identified standard for the unit of study. The teachers use the assessments to create differentiated lesson plans. SIG funding will enable the school to expand

Demonstration of Capacity to Implement Selected Interventions

School Improvement funds at Centennial High School, coordinated with other program resources will be used to plan, implement fully and effectively, monitor and evaluate the reform activities selected as result of data analysis, stakeholder input and required by the Transformation Model.

The District used process, demographic, administrative, perceptual, and student achievement data obtained through a variety of state, local and site formative and summative assessments; and a number of meetings, interviews, and discussions to determine the District's capacity to implement the Transformation Model at Centennial High School.

The Compton Unified School District (Superintendent and CUSD Board of Trustees) will provide strong support for High School Reform through the Transformation Model to meet the needs of all students.

The support includes:

- Promoting strong working relationships and technical support between schools and central offices
- Districtwide collaborative data analysis and planning assistance
- Providing dedicated time, space and autonomy for educators to provide solutions to

assessed problems

- Engaging key community stakeholders
- Financial flexibility through the responsible allocation and utilization of General and Categorical Funds. Centennial High School is Title I Schoolwide school. It also receives Title II supported Professional Development, English Language Acquisition support services through Title III, Economic Impact Aide(SCE/LEP) funds to support English Learners and Struggling Students, and IDEA funded staff to provide services for Students with Disabilities
- Human resources through highly effective personnel (administrators, coaches, curriculum specialists, teachers, counselors, and paraprofessionals)
- Standards based and aligned curriculum and instructional materials
- Research and standards based, differentiated professional development for Principals, administrators, teachers and instructional assistants
- Professional development supports such as time, opportunities, coaches, etc.

Centennial has an operational and formalized structure of distributed leadership that is wed to a clear and current school vision and mission. These along with the school's fiscal, human, and physical resources, allows the school to make informed meaningful decisions; and demonstrates the school's capacity to implement the Transformation Model.

Centennial High School will establish five Small Learning Communities for grades 9-12. There will be a Ninth Grade Academy and four College-Career Theme Academies: (a) **Business, Finance and Information Technology Academy** (b) **Health Science and Medical Careers Academy** (c) **Public Services Academy** and (4) **Fine Arts Academy**.

The academies will expose students to a rigorous core curriculum that will simultaneously teach college and career ready skills in specific fields.

Students that complete the academy programs will possess a unique set of skills that will provide opportunities for success in College or University as well as a critical edge for employment in a highly competitive, consistently evolving job marketplace.

The challenges to workforce development, and the impact on the long term economic well being of our students, makes it imperative that all students are given the opportunity to make connections between academic theory and real life world of work

The Academies will be staffed with a collaborative group of highly qualified, adventurous, teachers, specialists and administrators who demonstrate an understanding of teaching and learning, are student focused and committed to academic excellence for all students. These teachers and administrators will hold high expectations and provide numerous pathways and avenues of support so that each ninth grader succeeds. They will use state, local and site data results, California's standards, frameworks, adopted and standards aligned instructional materials, interventions and common formative and summative assessments as the foundation for and the modification of rigorous curriculum and instruction.

Beliefs:

1. All students can and will make a successful transition to an academically rigorous high school environment that has high expectations for all students
2. All students will be educated in a safe, personalized, student focused, nurturing environment
3. All students will participate in student-based learning that develops competent, leaders

Organization

The Academies will be organized in “Houses,” enabling staff and administrators to work with a small group of students. The “Houses” are an organizational arrangement that assigns students and teachers to a team, with one lead teacher in each house. The teachers involved with each Academy will have common planning periods in order to develop inter-disciplinary assignments, review student work, identify and implement effective learning strategies, expedite implementation of intervention strategies, monitor, and evaluate student progress and conference with students and parents.

Teachers and administrators will assume responsibility for the academic progress of students in their SLC including, individual students and student subgroups (English Learners, Students with Disabilities, African American, Latino and low Socio-Economic). If assessment Centennial’s process, demographic, administrative, perceptual, and student achievement data indicate a need for increased or modified support, students will receive that support through a system of well defined SLC interventions and services.

Academy staff will work together to fulfill the following responsibilities:

- Ensure teacher’s support of the goals and methods of the academy and plan for the changes in their working environment
- Form interdisciplinary teams of teachers that share students and planning tie in common support the development of innovative curriculum and instructional programs (Cotton, K. (2001)
- Work together as part of a coherent, collaborative team to coordinate instructional themes in language arts, mathematics, science, social studies, technology, and career/vocational studies.
- Communicate with parents/family on at least a monthly basis
- Formulate and sustain relationships and partnerships with members of business and industry to identify additional human and fiscal resources and leveraging these partnerships to provide students with real world authentic experiences.
- Commit to close teacher-student relationships.
- Relate their teaching to other subjects by integrating their instruction that features relevant themes and real-world connections and developing inter- disciplinary projects.
- Plan together during a common planning period to ensure curriculum continuity.
- Use effective teaching models and strategies using block scheduling of classes for in-depth experiential instruction.
- Participate in in-depth, learning focused, research based, and professional development.

Beginning with the Math Department all Math teachers will participate in the **Take One** year long professional development. **Take One** is the beginning step for **National Board Certification**.

Teachers will receive training in:

Understanding Performance-based Assessment and Evidence Centered Teaching,

- Portfolio Overview and the Architecture of Accomplished Teaching,
- Establishing Learning Goals for Students,
- Coherent Instruction,
- Writing about Teaching,
- Developing a positive Learning Environment,
- Analysis and Reflection: Revising Written Commentaries; and
- Enhancing Instructional Decision Making

Guidance is an integral part of all the Academies, it adds to the personalization of each student's experiences. Each academy will have a guidance counselor to offer intensive guidance and support for students, teachers, and parents/families. With a much smaller ratio of counselors to students, each counselor will be able to work closely within his/her assigned academy to build stronger relationships with students and families and to foster success for every student. In addition to a counselor, each academy will have its own campus administrator. Administrators will be able to concentrate on a smaller number of students and closely collaborate with a small team of teachers, focusing on the explicit rigorous academic and behavioral expectations for all students. A special education teacher will be assigned to each academy, to serve the needs of all children in attendance and provide additional support to students, especially Student with Disabilities.

Parent Involvement

Parent involvement is an essential part of student success and the success of students within the Academies.

- A ninth grade parent orientation will take place 6/17/10, on the CHS campus, hosted by the Centennial guidance counselors to provide additional support and information to incoming ninth grade families.
- General information on academies was discussed with the School Site Council on 4/20/10 and English Learner Advisory Council on 4/21/10. Information will also be presented on 5/12/10 at the regular Parents' Coffee with the Principal, 5/14/10 to SSC and 5/19/10 to ELAC. Centennial will also host a community forum 5/18/10 to present, collaborate and receive additional stakeholder input into the Centennial Transformation Plan, with special attention drawn to the Academies. Additional preparation meetings will be held throughout the summer to enable students to begin fall implementation of Centennial's Transformation.
- Parent Compacts will be distributed at Parent Orientation Meetings and the beginning of the school year so that all parents are aware of school expectations for administrators, teachers, students and families. During the school year, monthly parent meetings will take place to keep all 9th grade parents informed of their children's progress, assessment data and events involving their students. The campus will host parent seminars, including Parent/Student Literacy and Homework Nights and Parent Study Skills Nights.

Ninth Grade Academy

The Ninth Grade Academy is a vital part of Centennial High School's Transformation Plan.

Students in the ninth grade comprise the largest percentage of students in the CUSD high school. According to numerous studies, the first year of high school is the most difficult for adolescents. More students fail ninth grade than any other high school grade. Researchers at John Hopkins University found that up to 40% of ninth grade students in cities with the highest dropout rates repeat the ninth grade, but only 10-15% of the repeaters go on to graduate from high school (Balfanz& Letgers, 2004). Although there has been a rise in the **graduation rate (51%-59.9%)** Centennial High School's data shows that fewer than 60% of Centennials' students graduate.

The overall mission of the **Ninth Grade Academy** is to provide ninth grade students with a rigorous curriculum that is socially and academically relevant to their needs, enabling them to develop positive relationships with their peers, teachers, and their community, in a safe, nurturing environment. The academy will create student interest, support students' transition from middle school to high school and increase each student's desire to remain in school.

Stakeholders at Centennial recognize that declines in grades and attendance, as well as social and behavioral difficulties make it essential to strongly support ninth grade students during this pivotal first year.

Student Benefits

At the end of the ninth grade year, the expected results of the Ninth Grade Academy are:

- Student achievement will increase a minimum of 20%
- A 30% increase in student attendance
- Students will develop positive attitudes and feelings about themselves and others
- A 40% increase of students going on to the tenth grade
- A 20% decrease each year in the student dropout rate and discipline referrals
- By the end of the ninth grade year 70% of the students will indicate student awareness of academic/career options
- Stronger student-teacher relationships with each student able to name at least one caring adult on campus
- Involvement of each student along with his/her parent/guardian in a well articulated, family-friendly, guidance and advisory system

The Ninth Grade Academy will:

- Support a successful transition into high school for all students, especially those identified as at high risk of failure, English Learners, and Students with Disabilities
- Provide an orderly, safe, nurturing environment (housed in a separate of the campus) to decrease incoming students' feelings of fear, anxiety, and isolation
- Reduce discipline problems
- Promote positive student-adult, student-teacher, and student-student relationships
- Increase student attendance
- Decrease failing grades and address the instructional needs of students who enter high school unprepared for rigorous college preparatory coursework

- Increase and sustain student connections to the larger community, businesses and institutions of higher learning to enable all students to understand the relevance of their coursework
- Include seminars of study skill including Socratic Method and Cornell Notes
- Increase the number of students successfully completing ninth grade and moving to tenth grade, ultimately leading to graduation

Summer Bridge

The Summer Bridge Program provides ninth grade students with the opportunity to take student success courses during the summer before the fall classes begin. These courses will assist those students who need accelerated coursework in the areas of English Language Development, Mathematics and/or English to complete their high school diploma in a four year time frame. Diagnostic assessments will be given to students in Math and English prior to the close of their eighth grade year. The program is also designed to provide students with assistance and a supportive social network, and personal development assistance to create a foundation for persistence towards a timely graduation. The following academics courses are offered during summer:

- Reading Intervention (Read 180, System 44, Accelerated Reading)
- Math Intervention (Accelerated Math, UCLA Algebra Readiness)
- Science
- Computer Technology
- SDAIE Strategies
- Reading Intervention (Read 180, System 44, Accelerated Reading)
- Math Intervention (Accelerated Math, UCLA Algebra Readiness)
- Science
- Computer Technology
- SDAIE Strategies

The following non-academic courses will also be included:

- Social orientation/networking
- Study Skills/ Cornell Notes/Socratic Methods
- Academic/Career Exploration Study Trips (Thursdays)

Incoming ninth graders will attend the Summer Bridge Program during one of two sessions. Each session will be three 3 weeks long for six hours each day. The courses taken over the summer will enable students to be better prepared for the fall semester

Facilities/Safety

Several adjustments to the campus will be necessary to implement its SLC school within a school **Ninth Grade Academy**. In order to limit distractions and help students to concentrate and focus

on their successful instruction Centennial will need five (5) additional bungalows to house ninth graders in a small learning community separate from the other grades.

Academics

The ninth grade academic program of the **Ninth Grade Academy** has been carefully created to ensure student interest and success. The schedule of a student will consist of 7 classes: English, math (Algebra or Geometry), Physical Education, Science (Biology or other elective), and Computer Applications/Health, Spanish 1 or other elective, Interventions or other elective.

The Ninth grade elective wheel provides the following choices: AVID, Intro to Health Careers, Intro to Restaurant Occupations, Intro to Business Careers, Intro to Industrial Technology, and Fashion Clothing Occupations. Additional choices will be included on year by year from 2010-2013.

Intervention classes are embedded in the **Ninth Grade Academy**. The school will provide summer school and/or intervention classes to assist with credit recovery. An extended school day will be available to students who are in need of intervention and will include a 0 period, Saturday School, and/or after school program that will provide the appropriate interventions in core and intervention subjects. Centennial takes the stance that appropriately supporting student learning omits the possibility of student failure.

Interventions

A menu of interventions will be available to ninth grade students to ensure their academic progress. The menu will consist of but not be limited to on site during the school day accelerated, intensive intervention classes in reading and math, credit recovery, accelerated reading, small group and individual site tutoring in core subjects, supplemental education services (free tutoring Title I) online tutorials, virtual classrooms, and AVID. Students will have the following course schedule: English 1, Math (Algebra 1 or Geometry), Cultural Geography, Biology, Computer/Health, Physical Education, elective introduction wheel, A-G University of California Requirements electives.

At the end of grade 9, students will choose from one of the academies: Business, Finance, and Information Technology Academy; Health Science and Medical Careers Academy; Liberal Arts Academy; or Public Services Academy.

Health Science & Medicine Careers Academy

The Health Science and Medicine Careers Academy is devoted to offering a relevant and rigorous curriculum to all students, college and/or career bound. The Academy offers students the opportunity to participate in meaningful experiential, hands-on activities that will enable them to make informed education and career choices in the fields of health, health science, and medicine.

The Health Science & Medical Careers Academy will:

- Prepare and motivate students to pursue post secondary education or a career in Health,

Science or Medicine.

- Prepare students for both college and careers and help them discover how learning and work are intertwined

Health, Science and Medical Careers Academy

Strong ties with business and industry will be created through adult mentors, speakers, internships and other school-based and work-based learning opportunities.

Articulation agreements and collaborative partnerships will be created and strengthened with institutions of higher learning (the Compton Commitment-Cal State University Dominguez Hills/Compton Learning Center-El Camino College), local industry, community agencies and businesses (St John's Wellness Center, industry, and community involvement programs (College Bound).

Student Benefits

Through an integrated curriculum, which emphasizes student centered learning; hands- on laboratory; and field experiences, students will acquire academic and technical skills that will prepare them to be competitive in the health career market. Upon completion of the program, students will be better prepared to make career and post-secondary education choices and in some fields receive certification.

In addition to pairing career and academic preparation, students will focus on applying their knowledge and skills in workplace situations. Through partnerships with the medical, business, and educational community students will participate in job shadowing, internships, and apprenticeships.

The academy will collaborate with all stakeholders (Parents, Administration, Teachers, Staff and Students) to monitor students' graduation requirements.

Partnerships will be created with area hospitals, and clinics. An **onsite** Medical Center will be established on campus in partnership with St. Johns Wellness Center to provide Centennial students and their families with much needed medical assistance and opportunities for hands on real life work experiences.

Academics

The HSM Academy will offer two instructional strands for members of the Academy

The first strand is **Nursing Assisting**, which will be for students interested in the care of the sick, injured, and/or disabled under the direction of physicians and registered nurses.

Anticipated Schedule for Nursing Assisting:

- **Grade 10** – English 2, Geometry or higher, Biology or Chemistry, World History, Foreign Language or other elective, Health Science 2, 2 other electives
- **Grade 11** – English 3, Algebra II or higher, Chemistry or Physics, United States History, Foreign Language or other elective, Nursing Assisting 1, 2 other electives
- **Grade 12** – English 4, Pre-calculus or other math course, Anatomy-Physiology or AP Biology, Government/Economics, Nursing Assisting II, Nursing Internship, 1 other elective

Postsecondary options for this strand include **Nursing Assistant Certification**, becoming a Licensed Practical Nurse or Registered Nurse (with AA/AS), or attending any 4 year college or armed forces program in Nursing, Physician Assisting, Nurse Practitioner

The second strand available to students in the Health Science and Medical Academy is the **Allied Health/Pharmacy Aide** strand. This strand is for students who would like to work in a pharmacy or eventually attend a 4 year university pharmacy program.

Schedule for Allied Health/Pharmacy Aide:

- Grade 10 – English 2, Geometry or higher, Biology or Chemistry, World History, Foreign Language or other elective, Health Science II, 2 other electives
- Grade 11 – English 3, Algebra II or higher, Chemistry or Physics, United States History, Foreign Language or other elective, Allied Health Assisting/Pharmacy, 2 other electives
- Grade 12 – English 4, Pre-Calculus or other math course, Anatomy-Physiology or AP Biology, Government/Economics, Foreign Language or other elective, Health Occupations, Pharmacy Internship, 1 other elective

Postsecondary options for students in this academy include becoming a certificated pharmacy aide, a pharmacy technician through a community college, or a pharmacist after 4 years of college. Entry level career options for students are pharmacy technician or pharmacy aide.

In order to have a successful **Health Science and Medicine Academy**, Centennial High School needs to recruit highly quality, energetic, student focused, committed, teachers that are willing to become deeply involved with the Academy. These teachers will need to professional development that focuses on implementing the Health Science Medical curriculum across subjects. A school site career liaison is required to create, develop and monitor formal relationships with local businesses, foundations, medical centers, institutions of higher learning and hospitals to provide partnerships, student internships and student volunteer opportunities.

Block scheduling will be necessary for Academy Implementation.

Facilities/Safety

The existing science classrooms and laboratories at Centennial need to be updated for the successful implementation of the Health Science Medical Academy.

Bungalows including those designed for medical use, are needed for the onsite medical clinic

Student Experiences outside the Classroom

Freshman - Introduction to Technology and Career Exploration classes with ninth grade transition program.

Sophomores - Tours of medical facilities/Job shadowing with medical staff.

Juniors - Paired with mentors from health profession/internship during school year and over the summer.

Seniors - cooperative education and apprenticeships, paid internships during school year and over the summer, continual education from secondary through post secondary

Business and Technology Academy

The goal of the **Business, Finance, and Information Technology Academy** is to prepare students for the highly technical skills needed in the business, media and entertainment industries. Students will become proficient in necessary skills and functions in a variety of business, finance, information technology fields.

Compton Unified School District can develop a first rate **Business, Financial, and Information Technology Academy**. Centennial has the support of all stakeholders within the community and the commitment of its teachers. This is a rare opportunity for students to begin to develop specialized careers.

The academy will include a **virtual classroom** with a strong **media and design program** and cross curricular support for all programs. The **Business, Finance, and Information Technology Academy** will prepare students:

1. For a career or advanced training in business, finance, entrepreneurship, computer graphics, multimedia production, digital animation and filmmaking, digital photography, digital sound, and audio engineering.
2. To receive instruction in a balanced, comprehensive program that includes a strong and rigorous academic foundation along with an interdisciplinary curriculum emphasizing the concepts, theories, design aesthetics and skills that underlie the domains in business, finance, multimedia and information technology
3. To receive instruction in a program using a comprehensive foundation of design skills emphasizing visual expression, conceptual thinking, and the ability to create with artistic sensibilities.
4. For a career or advanced training in business, finance, entrepreneurship, computer graphics, multimedia production, digital animation and filmmaking, digital photography digital sound and audio engineering.
5. To provide students with a comprehensive foundation of design skills emphasizing visual expression, conceptual thinking and the ability to create with artistic sensibilities.
6. To prepare students for a career or advanced training in business, entrepreneurship, computer graphics, multimedia production, digital animation and filmmaking, digital photography digital sound and audio engineering.
7. To provide a balanced, comprehensive program that includes a strong and rigorous academic foundation along with the interdisciplinary curriculum emphasizing the concepts, theories, design aesthetics and skills that underlie the domains in multimedia and business and information technology

8. To provide students with a comprehensive foundation of design skills emphasizing visual expression, conceptual thinking and the ability to create with artistic sensibilities.

Facilities/Safety

It will be necessary to upgrade existing labs and acquire industry quality equipment for digital media and interactive sound for feature films, advertising, web design, and sound and music production and the creation of a virtual enterprise classroom.

Modifications and upgrades to existing classrooms are needed. Bungalows are needed to provide additional space for specialized classes, conference spaces and secure storage. The modification of the bungalows would be a one time expense that would allow generations of students to receive instruction in The Business, Finance, and Information Technology Academy. A strong technology infrastructure is needed to provide all students and staff access to computers, data, and internet for instructional decision making.

Student Experiences outside the Classroom

Freshman: Introduction to Technology and Career Exploration classes with ninth grade transition program.

Sophomores: Tours of medical facilities/Job shadowing with medical staff.

Juniors: Paired with mentors from health profession/internship during school year and over the summer.

Seniors: cooperative education and apprenticeships, paid internships during school year and over the summer, continual education from secondary through post secondary

Student Benefit

Through an integrated curriculum, which emphasizes student centered learning; hands- on; and field experiences, students will:

- Acquire academic and technical skills that will prepare them to be competitive in the business, finance, and information technology job market.
- Upon completion of the program, be prepared to make sound career and post-secondary education choices, especially within the health care profession.
- Pairing career and academic skill preparation focus on applying their knowledge and skills in workplace situations.
- Through partnerships with banking and financial institutions, businesses, and community agencies participate in job shadowing, internships, and apprenticeships.
- After completing all coursework obtain a **certificate** of completion in a business, finance or information technology career.

Teachers in this academy have or will receive industry accepted certification in their respective area of expertise. Staff is in communication with Sony Entertainment, Rio Hondo College, Lucas Arts Foundation, Cal State Long Beach, Dominguez Hills, El Camino College and other post

secondary institutions to offer additional training in areas of each industry.

One counselor and one administrator are necessary for the successful implementation and monitoring of this academic track.

Once the Academy is in place, articulation agreements will ensure that students who are seeking further education and/or training will have met the entrance requirements for the California State University system and other post secondary institutions in this field. Skills acquired in the program will align with the state adopted standards.

Identification of feeder schools and partners.

Centennial High Schools student recruitment efforts will include campus visits to the each feeder middle schools. Students will be surveyed, counseled and encouraged to continue through the sequence of courses.

On-going workshops with business partners will be held to review the career pathways information.

The Business, Finance and Information Academy will complement several offerings in CTE electives already present at the school. Existing business partners will provide additional courses during the school day and after school these classes will be provided through the following:

- A full time CTE instructor who provides a Digital Recording Techniques in the afterschool Business School Club.
- An afterschool program offering video and production instruction for students and a support of the virtual enterprise classroom.
- Computer animation and filmmaking as a class or afterschool program
- Staff mentoring

Fine Arts Academy

The Fine Arts Academy motivates student and provides them with a rigorous, relevant, course of study. Fine Arts are an incentive for many students to remain engaged and in attendance. The focus of the Fine Arts Academy

Academics

Sophomore Year: Beginning in the 10th grade year, students will be required to take at a minimum two Advanced Placement classes; seven classes per semester and an extended learning day.

Junior Year: Eleventh grade students will be provided opportunities to enroll in college courses through dual enrollment and partnerships with local colleges.

The goal is for students to have an AA degree or at least one year of completed college courses by the time they graduate.

Senior Year: Twelfth grade students enrolled in college courses through dual enrollment and partnerships with local colleges, will graduate with an AA degree or a minimum of one year of completed college courses.

Sample course schedule 10th-12th grade for Fine Arts Academy:

- **Sophomore Grade 10:** English 10 (H), Algebra 2, PE, Chemistry, Chemistry (H), AP Biology, or AP Environmental Science, World Civilization (H or AP) or AP European History, Spanish 2, Elective
- **Junior, Grade 11:** English 3 (H) or AP Language & Composition, Statistics, Pre-Calc, or Trig, Chemistry (H or AP) or AP Biology, US History (H or AP), Spanish 3 or AP Spanish Language, VAPA, Elective or college course (1 per semester)
- **Senior, Grade 12:** English 4 (H) or AP Literature; Statistics; AP Statistics; Pre-Calc or Calculus; Economics/Government (or AP Government (year-long course); AP Micro or Macro Econ (year-long course); Anatomy/Physiology or Physics; Elective (AP Spanish Literature and/or AP Psychology); 2 college courses per semester
- **Elective Course offerings and Interventions:** AVID (study skills) math intervention, reading intervention, Sociology, Ethnic Studies, AP Psychology, Journalism, Speech, Creative Writing, Drama, Dance Performance, Music (Band or History), Art, Drawing/Painting, Art History (AP), Animation, or Appreciation

A strong VAPA department, including Art, Drama, and Music, is especially vital to our Fine Arts Academy. VAPA helps to satisfy A-G graduation requirements, and has a positive impact on the academic performance of Students with Disabilities, Struggling Students and English Learners.

Research confirms that students who receive art and music education at an early age greatly increase the likelihood that that child will grow up to seek higher education. Other studies show that graduation and attendance rates in schools with VAPA programs are higher (90.2% compared to 72.9% and 93.3% compare to 84.9% respectively). Test scores on exams such as the SAT were also higher on average for those students who participated in VAPA coursework

The Public Services Academy will be developed in 2010-2011 for implementation in 2011-2012.

Alignment of federal, state and private fiscal resources to support school improvement

Centennial will use the SIG funds to build the capacity of teachers through focused professional development; extend the learning time for all students; increase the access to and the use of technology; provide intervention for students based on data analysis, and develop strong relationships with the parents and community. In order to implement these strategies, Centennial has developed a plan for small learning communities through career-theme academies. The specifics of those academies as well as materials and funding required are detailed in the budget narrative and forms.

Staff effectiveness including but not limited to methods of instruction, experience, subject expertise and ability to support intervention model

The staff consists of highly qualified individuals who have the certifications necessary to provide instruction to all students. The certificated staff consists of 55 classroom teachers, 3 RSP teachers, 4 SDC teachers, Mathematics Curriculum Specialist, English Learner Specialist, 5 counselors, 3 assistant principals and 1 principal. 87% of the staff is tenured with all teachers certified to provide support to English Language Learners. 90% of the staff have their CLAD or BCLAD all teachers will have CLADS or BCLADS by September. Trainings have been led by external consultants, central office personnel, the principal and assistant principal of curriculum and teacher leaders.

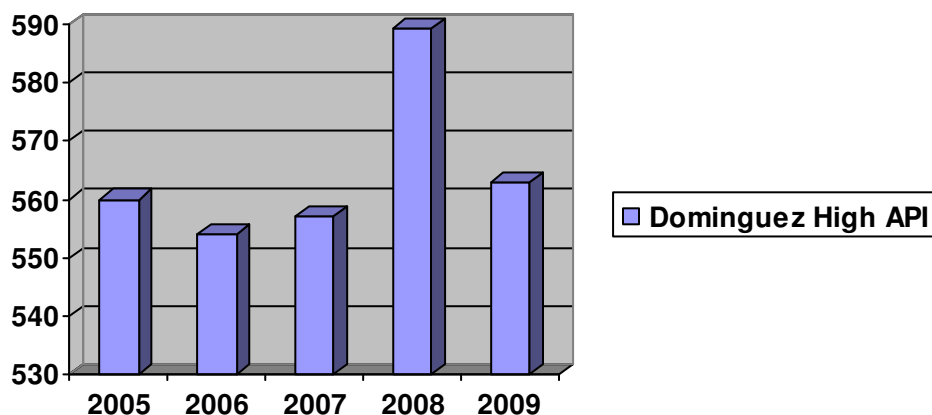
Staff needs additional opportunities for continued visitation to high performing schools and interaction with colleagues in order to discuss research based instructional strategies and best practices that will improve student achievement. Professional development that will focus on the specific needs of the African American student population is essential to support this struggling subgroup.

The SIG funds will provide funding for additional opportunities for teachers to develop their instructional practices, increase their effectiveness and thus improve student achievement.

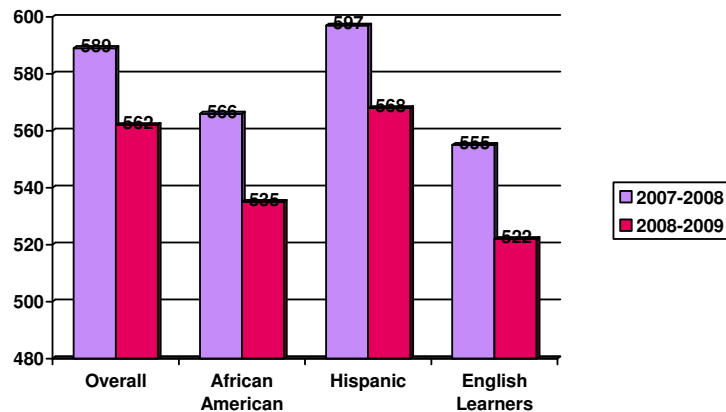
Dominguez High School

- ***Achievement Data***

A data analysis was conducted by analyzing Dominguez High School's summative data. After reviewing the school's Academic Performance Index (API) scores, it was clear that the school has not made sufficient growth in the last five years. The API scores for the past five years include: 560 (2005), 554 (2006), 557 (2007), 589 (2008), and 563 (2009). The average growth has been .75 percent.

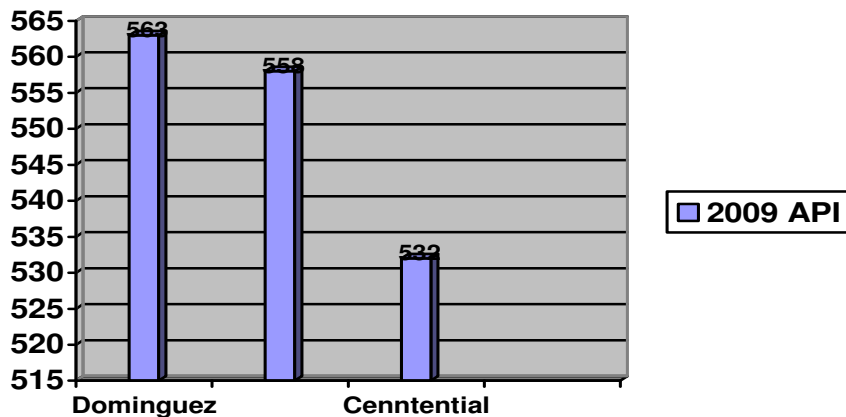


The following graph examines API of the major subgroups at Dominguez High School. Moreover, the data compares how the percentage of proficient decreased from 2006-2007 to 2008-2009.



Unfortunately, Dominguez High's API dropped from 589 to 562 (27 points). African Americans dropped 31 points, Hispanics 29 points, and English Learners 33%.

Overall Dominguez High School, when compared to two other high schools in the district, has the highest API. The following are the 2009 API scores of all three high schools, Dominguez 563, Compton 558, and Centennial 532.



It is also important to note that Dominguez High School had the highest percentage of proficient in their AYP in mathematics when compared to the other two high schools. The following are the percent proficient in mathematics: Dominguez 29.9%, Compton 24.4%, and Centennial 23%.

When examining the California Standardized Testing and Reporting (STAR) results of Dominguez High School, it is consistent with the low API scores. In ELA only 23% of 9th grade students were proficient to advanced proficient. In the 10th grade there was only 16% and 15% in 11th grade.

and 11th grade 8%. In geometry the following percentages are: 9th grade 11%, 10th grade 1%, and 11th grade 0%. The percentage grew to 27% in Algebra II for 10th grader; however, only 7% of 11th graders were proficient to advanced.

In the area of Biology, only 13% of the 9th graders scored proficient to advanced and 2% in 10th grade. Chemistry show similar results of 10% in 10th grade and 3% in 11th grade. For earth science only 11% of the 9th graders scored proficient to advanced.

It is also important to note that the school did not meet its Annual Yearly Progress (AYP). For the 2008-2009 school year, the AYP Criteria Target was 45% in English Language Arts and 45.5% in Mathematics; however, Dominguez High only scored 23.5% in English Language Arts (ELA) and 29.9% in mathematics. Moreover, the school's four year trend in ELA has been -0.8. The school has shown small growth in mathematics as its four year trend has been 1.8.

Dominguez High school's local assessment data includes results from the California High School Exit Exam (CAHSEE), and CELDT results.

The following is the number and percent of students at each overall performance level in the 2008-2009 English Language Development Test (CELDT).

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
Advanced	7 4.0%	8 5.0%	21 13.0%	18 23.0%	54 10.0%
Early Advanced	43 24.0%	43 29.0%	55 34.0%	32 41.0%	173 31.0%
Intermediate	79 44.0%	58 39.0%	64 40.0%	22 28.0%	223 39.0%
Early Intermediate	37 20.0%	26 18.0%	13 8.0%	4 5.0%	80 14.0%
Beginning	15 8.0%	13 9.0%	7 4.0%	2 3.0%	37 7.0%

After analyzing the CELDT results in grades 9-12, it is clear that not even half of the children are in the advanced and early advanced levels within each grade level. The following are the percentage of students who are in the early advanced to advanced range: 9th grade 28%, 10th grade 34%, 11th grade 47%, and 12th grade 41%.

On a positive note, the percentage of students in the early advanced and advanced range

increases as the students move from 9th grade to 12th grade. In addition, the percentage of students in the Intermediate, Early Intermediate, and Beginning range decrease as the children move towards the 12th grade.

The following are the California High School Exit Exam (CAHSEE) results for Mathematics and English Language Arts (July 2009) for all grades.

Tested or Passing	Subject	All Students
# Tested	Math	103
Passing	Math	20 (19%)
# Tested	ELA	98
Passing	ELA	17 (17%)

When the math and ELA scores from Dominguez High are compared to statewide results, they fall short. Only 19% of Dominguez students passed in mathematics compared to the statewide average of 33%. In English Language Arts, only 17% of the students passed compared to 24% statewide.

The following are the California High School Exit Exam (CAHSEE) results for Mathematics and English Language Arts (November 2009) for all grades.

Tested or Passing	Subject	All Students
# Tested	Math	271
Passing	Math	83 (31%)
# Tested	ELA	280
Passing	ELA	96 (34%)

When the November 2009 math and ELA scores from Dominguez High are compared to statewide results, they fall short. Only 31% of Dominguez students passed in mathematics compared to the statewide average of 42%. In English Language Arts, only 34% of the students passed compared to 39% statewide.

The factors that contribute to the low results include the lack of intervention programs for students low grade level in ELA and mathematics.

there was 84% and 85% in 11th grade. With most of the children struggling academically, the school did not have enough reading intervention courses to support all the children. In addition, there needs to be a support system/program for students who still struggle with the READ 180 program.

In the area of mathematics, many children did not score in the proficient and advanced levels as well. More specifically, in algebra I, the following are the percentage of students in the basic to far below basic levels: 9th grade 77%, 10th grade 84%, and 11th grade 85%. In geometry the following percentage of students at the basic to far below basic levels are: 9th grade 89%, 10th grade 99%, and 11th grade 100%.

In Algebra II for 73% of the 10th graders were in the basic to far below basic levels, and in 11th grade 93%. It is clear that students are not prepared before entering high school, and there is a lack of support for students below grade level in mathematics.

In addition, there is a shortage of teachers to support our English language learners. According to the 2008-2009 data, Dominguez High School had 936 English learners. Surprisingly, the school only had two teachers who provided SDAIE and ELD instruction and 36 teachers who provided SDAIE only. There is also a lack of ELD monitoring within each classroom. At the elementary levels, each teacher has ELD portfolios to monitor their students' progress towards meeting the ELD standards. At the high school level, there is limited monitoring other than CEDLT testing.

After examining Dominguez High School's expulsion, suspension, and truancy information for the 2008-2009 school year, it is clear that there are several challenges at Dominguez High School and the community that have affected student performance.

In 2008-2009, Dominguez High School had a student enrollment of 2,668. According to the suspension and expulsion information provided on the California Department of Education, there were 844 students with unexcused absences or tardies on three or more days. It is also important to note that Dominguez had a 31.63% truancy rate compared to the state's 24.15%. Overall, there were three expulsions and 294 suspensions. Below is a chart that displays the specific reasons for the numerous suspensions.

Ed Code Text	Number of Expulsions	Number of Suspensions
<i>Related to physical injury to another person</i>		115
<i>Related to use of force or violence</i>		15
<i>Related to firearms, knives, explosives devices, etc.</i>		9
<i>Related to possession or sale of controlled</i>		10
<i>Committed or attempted to commit robbery or extortion</i>		45

<i>Related to disruption of school activities or willful defiance</i>		55	
<i>Causing serious physical injury to another person, except in self-defense</i>		25	
<i>Possession of any knife or other dangerous object of no reasonable use to the pupil</i>		15	
<i>Related to unlawful possession of controlled substances</i>		5	
<i>Related to possessing, selling, or otherwise furnishing a firearm.</i>	3		
<i>Total:</i>	<i>Overall</i>	3	294

- ***Use of CA standard-aligned instructional materials and targeted interventions***

No discussion about K-12 accountability and assessment is complete without at least some reference to instructional materials. In fact, the foundation of California's education reform movement rests on four pillars: world-class academic standards, accountability and assessment, high quality teaching and standards-aligned instructional materials. Organizational theory and some common sense will tell you that all four should be coordinated if schools and the students they serve are to achieve their goals and outcomes.

In 1999, the State Board of Education issued a policy statement reaffirming California's commitment to standards-based education. Mastery of standards became the measure by which learning, progress, and achievement is assessed. To be successful, schools must

- Isolate and focus on the most essential basic standards and identify instructional materials to master them.
- Align the curriculum (instructional materials) to standards through curriculum mapping and pacing.
- Use standards based assessment data to drive the instructional program.

Dominguez High School will use California State Board-approved instructional materials and research-based strategies to support student mastery of content standards.

Dominguez teachers will implement instructional materials and teach the California content standards. Teachers will develop instructional sequences for each content area, including

assessment tools, based on the patterns of performance found in the California content standards—the skills of accessing, interpreting, producing, and disseminating. This pattern provides a focus and structure to all standards-based classrooms. In addition, they will follow the curriculum maps and pacing plans for each of the core content areas.

Curriculum Pacing and appropriate use of Instructional Time

Dominguez High School will follow the curriculum pacing guide in all CORE areas. Before each assessment period and grading period, certain California State Standards will be covered.

When planning instructional activities, time should be considered as an important instructional principle. Fisher, Marliane, Cahen, Dishaw, Moore, and Berliner (1980) identified three aspects of time that directly impacts student achievement: (s) the maximum amount of time that is allocated for the activity; (b) the degree to which students are engaged during allocated time; and (c) the degree to which the students engage in the activity at a high rate of success. Research from the Beginning Teacher Evaluation Study (BTES) have provided considerable empirical evidence that each of these three aspects of time is directly and positively related to student learning outcomes.

Dominguez High School students will need to devote more time to specific content areas from each classroom. In short, students need to spend a higher percentage of the school day on academic activities.

Many times studies have included success rates as a critical variable. Results from these studies (BTES) have indicated that high, moderate, and low success rates have a differential impact on student learning. The BTES (in Block, 1980) provided evidence that when students are provided with high rates of success during instructional activities, the potential for student learning is increased.

Faculty professional development, collaboration, and instructional support

According to Joyce and Showers (2002), they describe four effective models of effective professional development. These models include practicability, adaptability, utility, and flexibility. Schools should become places where teachers as well as students of color can learn.

Dominguez High will need to seek out best practices, especially in professional development where they can enhance teachers' learning and instruction in meeting the needs of students of color. In summary, the practice of improvement is largely about moving whole organizations –teachers, administrators and schools – toward the culture, structure, norms and processes that support quality professional development in the service of student learning (Elmore, 2002).

Dominguez High will need to work carefully to associate professional development with classroom instruction to support students of color. If Dominguez High school is to realize success in their efforts to foster and sustain improvement in student outcomes, ways must be found to isolate and understand the kind of planning that matters most, provide compelling examples of it, and deliberately build the capacity of all schools to engage in it (Jerald, 2005).

Reforming schools invest heavily in professional developments and do it effectively. Elmore (2002) writes, deriving professional development from an analysis of what is needed to improve student learning assumes that the system has the capacity to capture useful, accurate information about student learning and that the people in the system have the capacity to apply that information to decisions about instructional content and professional development. Professional development must be geared to teachers' needs and concerns (Glickman, Gordon, & Ross-Gordon, 2004).

Guskey (1989) argued that practice changes attitudes. Moreover, teachers must actually try these new practices with the students for whom they believe the practices are problematical. Thus, once teachers were able to use certain practices successfully, they also expressed more positive attitudes toward teaching and increase responsibility for their students' learning. Not surprisingly, professional development gives teachers new skills and enhances their capacity to teach more effectively. Teachers as well as leaders learn how to connect students' prior knowledge to newly learned knowledge. In fact, teachers learn how to change structures in their classrooms, by trying new ideas. Furthermore, high performing schools base their content of professional development on needs that emerged from data, and implement multiple strategies to foster continuous learning (Togneri & Anderson, 2003).

Title I funding is a source of funding that most underachieving, disadvantaged school districts use to supplement spending. The purpose of Title I is to ensure that all children are afforded a fair, equal and high quality education (U. S. Department of Education, 2004). In order to gain this funding, federal law requires school districts to meet the needs of low-achieving children as well as strive to close the achievement gap between high and low performing students. This sort of funding comes with many stipulations and usually many regulations.

For the next school year, Dominguez High School will push towards Small Learning Communities (SLC). Clearly, Small Learning Communities have positively transformed many large, over-populated schools. Unfortunately, in some cases, educators have rushed to transform and in the process the concept has lost its true, authentic objective. Presently, a small high school is characterized by (1) broad-based educational experience, (2) traditional set up and scheduling, and (3) the teacher as instructor and source of all knowledge. Conversely, the small learning community is marked by (1) its focus on college readiness, (2) a culture of continuous improvement, (3) teams of teachers are assigned a cohort of students through a program's progress, (4) scheduling is flexible, (5) learning opportunities are expanded, (6) learner-centric (Walla Walla Public Schools, 2008).

Whether or not the concept of smaller schools is losing or gaining fame, it is evident that in many states around the country, a large number of people within the education field embrace the idea. In 2006, parents, state education leaders, as well as students in Hawaii voiced strong support for small learning communities. The educational stakeholders there called for the further expansion of smaller communities in many, if not all of the large schools in the island (Hawaii Consortium of Small Learning Community Schools, 2006).

Evidently, since its inception, the concept of small learning communities has created the publicity

needed to change over-crowdedness in many public schools, especially high schools. The fact that small learning communities provide structure and support, intense teacher professional development, and a safer, intimate learning environment is an indication that the concept is well on its way of becoming a norm within the structure of the schools of the future (PREP-KC, 2008).

- ***Capacity to develop, access, and analyze student performance data to inform and modify instruction***

According to Togneri and Anderson (2003), schools districts understand that certain systems would need to be in place. As a result they have implemented three elements:

1. Schools consistently and systematically collected student data.
2. Schools developed multimeasure accountability systems to monitor student progress.
3. Schools provided teachers with support in using data.

The results of data will provide teachers with information to guide their instruction and strategically meet the students' needs. Moreover, data helps schools make better decisions for their students of color. Schools and districts can better understand what is happening to diverse groups of students and whether inequities exist in their schooling (Johnson, 2002). As a result, educators can modify their practices, thus increasing higher curriculum for all students of color.

More specifically, student data is (1) accessible, (2) disaggregated, and (3) received by the administrators to the teachers, numerous times through out the school year. Effective schools raise student achievement by being information driven, committed to shared leadership and relentless about continuous improvement. They must reshape the process, norms, and behaviors of teaching and learning (Glickman, Gordon, and Ross-Gordon, 2004) around aggregating and interpreting shared information, i.e., data (Picciano, 2006).

- ***Alignment of federal and private fiscal resources to support school improvement***

Dominguez High School operates from Federal funding including: Title I, SCE, and LEP. The leadership team has also written a school improvement grant to improving student achievement and overall student success.

- ***Staff effectiveness including but not limited to methods of instruction, experience, subject expertise and ability to support intervention model***

The data below describes the NCLB core and compliant classes by subject area, 2008-2009. After examining the data, Dominguez High has a lower percent in compliance when compared to the state total in the subject areas of English, Math, Science, Foreign Language, and Social Science.

Row Description	Special Education	English	Math	Science	Art, Dance, Drama, Music	Foreign Lang.	Social Science

Number of classes	10	108	84	56	23	36	41
Number Compliant	0	100	72	49	22	26	36
Percent Compliant	0	92.59	85.71	87.50	95.65	72.22	87.8
State Total	71.53	93.66	91.76	92.07	93.22	95.32	94.94

For English language arts, Dominguez High School will continue to implement and add additional READ 180 classes to support struggling students. READ 180 is a reading program designed for students whose reading achievement is below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading.

The READ 180 instructional model is 90 minutes long and is composed of three parts: whole-group direct instruction, small-group rotations, and whole-group wrap-up. The 90-minute instructional model begins with 20 minutes of whole-group direct instruction, in which the teacher provides instruction in reading, writing, and vocabulary to the entire class. This is followed by 20-minute rotations of smaller groups of students through three activities:

- small-group direct instruction, in which the teacher uses resource books and works closely with individual students
- students' independent use of the READ 180 computer program to practice reading skills
- modeled and independent reading, in which students use READ 180 paperbacks or audiobooks

Finally, the session ends with a 10-minute wrap-up discussion with the whole group. The goal of the READ 180 software is to continually adjust the level of instruction based on student performance. Reports and periodic updates on student progress are intended to alert teachers to students' needs and direct them to resources for individualizing instruction.

Mathematics

For support students in mathematics, there must be math intervention classes. More specifically, the prevention system must incorporate six instructional principles:

1. Instructional explicitness
2. Instructional design that eases the learning challenge
3. A strong conceptual basis for procedures that are taught
4. An emphasis on drill and practice
5. Cumulative review as part of drill and practice
6. Motivators to help students regulate their attention and behavior and to work hard

The first principle of effective intervention in mathematics at the secondary prevention level is instructional explicitness. Typically developing students profit from the general education mathematics program even though it relies, at least in part, on a constructivist, inductive instructional style. Students who are at risk for serious mathematics deficits, however, fail to profit from those programs in a way that produces understanding of the structure, meaning, and operational requirements of mathematics. A meta-analysis of 58 math studies (Kroesbergen & Van Luit, 2003) revealed that students with math disability benefit more from explicit instruction than from discovery-oriented methods. Therefore, effective intervention in high school requires an explicit, didactic form of instruction in which the teacher directly shares the information the child needs to learn.

Explicitness is not, however, sufficient. A second and often overlooked principle of effective secondary mathematics intervention is instructional design that eases the learning challenge. The goal is to anticipate and eliminate misunderstandings by means of precise explanations and with the use of carefully sequenced and integrated instruction. The purpose is to close the achievement gap as quickly as possible. This may be especially important for mathematics, which involves many branches and strands that may be distinct, each with its own conceptual and procedural demands. So, given the ever-changing and multiple demands of the mathematics curriculum, instructional efficiency is critical, creating the need for the tutor or the program on which the tutor relies to minimize the learning challenges for the student.

Careful instructional design begins by teaching a set of foundational skills the student can apply across the entire program: counting up for number combinations, two-digit calculations, solving algebraic equations, and checking work. These foundational skills can be taught as intact instructional targets and then applied efficiently across subsequent units once word problem instruction begins. Then instruction purposefully conceptualizes, organizes, and teaches students to recognize problem types that pertain broadly to the kinds of problems found in the general education curriculum and in high-stakes tests. That way, novel word problems are not random events for students, each of which requires the creation of a solution strategy. Rather, the student recognizes novel problems as familiar, using schemas for problem types that the program teaches, and thereby deciphers when to apply which set of solution rules he or she has learned. Finally, instruction conceptualizes transfer within the same problem-type structure, so that irrelevant information, finding missing information in any of the three slots of an equation, and finding relevant information within charts or graphs recurs predictably and efficiently across problem-type instructional units.

The third principle of effective secondary mathematics intervention is the requirement that instruction provide a strong conceptual basis for procedures that are taught. Special education is already strong in emphasizing drill and practice, a critical and fourth principle of effective practice. Special education has, however, sometimes neglected the conceptual foundation of mathematics, and such neglect can result in confusion, learning gaps, and a failure to maintain and integrate previously mastered content. Drill and practice, the fourth principle of effective secondary mathematics intervention, includes practice in sorting problems into problem types, the mixing of problem types within the daily lesson (once at least two problem types have been introduced), and daily review. We note that this practice should be rich in cumulative review, a fifth principle of effective secondary mathematics intervention. This is reflected in continual reliance on the

foundational skills taught in the introductory unit and the use of mixed problem types within conceptual instruction, sorting practice, and paper-and-pencil review.

Finally, secondary mathematics interventions need to incorporate motivators to help students regulate their attention and behavior and to work hard. Students at risk for poor academic outcomes often display attention, motivation, and self-regulation difficulties that may adversely affect their behavior and learning (Fuchs et al., 2006; Montague, 2007). By the time students enter secondary intervention, they often have experienced at least some failure, which may cause some to avoid the emotional stress associated with mathematics: They no longer try to learn for fear of failing. For this reason, secondary intervention must incorporate systematic self-regulation and motivators, and for many students, tangible reinforcers are required.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response:

The Compton Unified School District (Superintendent and CUSD Board of Trustees) provides strong support and commitment to High School Reform and the transforming of middle schools into academies of excellence to meet the needs of all students.

The support includes financial flexibility; human resources through highly effective personnel administrators, teachers, counselors, and paraprofessionals); research based and California standards aligned curriculum and instructional materials; research and standards based, differentiated professional development for principals, other administrators, teachers and instructional assistants) professional development supports such as time, opportunities, coaches, etc. are provided.

All schools chosen to select the Transformation Model has an operational and formalized structure of distributed leadership that is wed to a clear and current school vision and mission which allows the school to make informed meaningful decisions.

iv. Recruitment, Screening, and Selection of External Providers

Response:

v. Alignment of Other Resources with the Selected Intervention Models

Response:

The Compton Unified School District will support each school implement their selected intervention model, by implementing a conceptual framework for building district/school capacity and improvement. The district will establish, support and provide:

- An aligned curriculum that includes K-12 curriculum frameworks, maps, or guides and sample instructional strategies with state standards, grade-level expectations, and district-wide course unit and lesson plans.

- District wide and school-level formative and summative assessments in literacy, mathematics, social science and science providing for aligned assessments within and across grades, including common short cycle assessments and quarterly benchmark assessments.
- Data systems for collecting, storing, accessing and disseminating school and student-level data which will allow teachers to use data to drive their daily instruction.
- Materials, including textbooks and curricular materials, as needed for instruction.
- Human capital, which entails that the district has the capacity to recruit, induct, evaluate, retain and/or release district and school staff, principals, instructional assistants, coaches and support staff, including specialized instructional support.
- Knowledge and expertise will be used to support each schools intervention model by training district and school staff on instructional programs, including designated time and opportunities for professional development.
- Setting expectations for monitoring and supporting school improvement efforts.

King Elementary School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Facilities improvement	QEIA	Creates nurturing learning environment.	Requisite for academic learning.
Professional development	QEIA	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
PLCs	Title I		
Class size reduction	QEIA		
ASES	21 st Century Grant		
Noma Le Moine	Title I professional development	Will build the capacity of teachers to meet the needs of EO and EL students.	Identified as subgroups who are struggling to master content standards as measured by CSTs.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
Rtl	Title I professional development		
Swun Math	Title I professional development		

Davis Middle School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Facilities improvement	QEIA	Creates nurturing learning environment.	Requisite for academic learning.
Professional development	QEIA	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
PLCs	Title I		
Class size reduction	QEIA		
Rtl	School Improvement Library Fund		
Project SEED		Enhances STEM education for all students.	Math, especially Algebra I, identified as critical area for improvement.
MESA			
Read 180	Title I	Enhances literacy development of EL and EO students.	Meets needs of identified subgroups who struggle.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
AVID		Provides rigorous academic enrichment opportunities for diverse learners.	Establishes rigorous academic experiences for all students.
VAPA			
GATE			
College Bound			
College Board			
ASES	21 st Century Grant		

Vanguard Middle School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Facilities improvement	QEIA	Creates nurturing learning environment.	Requisite for academic learning.
Professional development	QEIA	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
PLCs	Title I		
Class size reduction	QEIA		
Rtl	School Improvement Library Fund		
Project SEED		Enhances STEM	Math, especially

MESA		education for all students.	Algebra I, identified as critical area for improvement.
Read 180	Title I	Enhances literacy development of EL and EO students.	Meets needs of identified subgroups who struggle.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
AVID		Provides rigorous academic enrichment opportunities for diverse learners.	Establishes rigorous academic experiences for all students.
VAPA			
GATE			
SpringBoard			
ASES CYFC After School	21 st Century Grant		

Walton Middle School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Facilities improvement	QEIA	Creates nurturing learning environment.	Requisite for academic learning.
Professional development	QEIA	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
PLCs	Title I		
Class size reduction	QEIA		
Rtl	School Improvement Library Fund		
Project SEED		Enhances STEM education for all students.	Math, especially Algebra I, identified as critical area for improvement.
MESA			
Read 180	Title I	Enhances literacy development of EL and EO students.	Meets needs of identified subgroups who struggle.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
AVID		Provides rigorous academic enrichment opportunities for diverse learners.	Establishes rigorous academic experiences for all students.
VAPA			
GATE			
College Bound			
College Board			
ASES	21 st Century Grant		

Willowbrook Middle School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
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Facilities improvement	QEIA	Creates nurturing learning environment.	Requisite for academic learning.
Professional development	QEIA	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
PLCs	Title I		
Class size reduction	QEIA		
Rtl	School Improvement Library Fund		
Project SEED		Enhances STEM education for all students.	Math, especially Algebra I, identified as critical area for improvement.
MESA			
Read 180	Title I	Enhances literacy development of EL and EO students.	Meets needs of identified subgroups who struggle.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
AVID		Provides rigorous academic enrichment opportunities for diverse learners.	Establishes rigorous academic experiences for all students.
VAPA			
GATE			
ASES			

Whaley Middle School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
PLCs	Title I	Develops capacity of teachers to analyze real-time data and intervene for learners who struggle with mastery of standards.	Building capacity of teachers is requisite for improved core instruction as well as intervention.
Class size reduction	QEIA		
Rtl	School Improvement Library Fund		
Project SEED		Enhances STEM education for all students.	Math, especially Algebra I, identified as critical area for improvement.
MESA			
Read 180	Title I	Enhances literacy development of EL and EO students.	Meets needs of identified subgroups who struggle.
ELD/SDAIE/Universal Access	ELAP/ Title III LEP		
AVID		Provides rigorous	Establishes rigorous

College Board		diverse learners.	
ASES	21 st Century Grant		
Centennial High School			
Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Kaplan	SIG funding (no longer CAHSEE funds)	Improve the passage rate for 10 th grade CENSUS CAHSEE and provide CAHSEE intervention	AYP for Centennial is based on CENSUS CAHSEE – need higher passage rate on first attempt – 10 th grade
Education 2020	Microsoft Voucher funds	Credit recovery and CAHSEE support	Students continue to fail classes and require credit recovery
Rtl	Title 1 professional development/SIG funds	Ensure master schedule placement for interventions is correct, also progress monitoring is on-going for students at-risk	Students are not making necessary accelerated growth, Interventions and progress monitoring of student is needed
AVID	School site EIA funds	Students require skills and strategies for college going culture	Not enough students are applying and being accepted to colleges and universities
MESA	School site EIA funds	Math Science and Engineering are specific areas of focus for this high school through the Nursing/Health Academy	Students require relevant curriculum that prepares them for rigorous course work and college access.
debate	School Site EIA	Oratory and Speech skills are necessary in providing rigorous curriculum	Students are not challenged with academic competitions and require this opportunities for growth
freshman academies	General fund teachers	Provide the necessary support for 8 th graders	Many student fail initial classes in high schools. They

		transitioning to high school	require a smaller learning community for success
College Bound	Title1	Students and their families will receive Saturday workshops on college and career readiness	Percentage of students going to college and universities needs to be higher
College Board/ Spring Board Curriculum	SIG Grant	Provides students with AP- Pipeline and rigorous support for content	Low enrollment in AP classes. Access and opportunity must be increased, increase AP pass rate
PSAT	PI funds	Students having access to PSAT do better on SAT.	Students will take the PSAT in 9 th , 10 th and 11 th grade to increase scores on SAT
AP class expansion	General fund/GATE And SIG	Support the rigorous curriculum expansion for all	Low enrollment and pass rate for AP courses.

Dominguez High School

Resource	Funding Source	How Resource will support SIG Implementation	Alignment with Needs Analysis
Kaplan	SIG funding (no longer CAHSEE funds)	Improve the passage rate for 10 th grade CENSUS CAHSEE and provide CAHSEE intervention	AYP for Dominguez is based on CENSUS CAHSEE – need higher passage rate on first attempt – 10 th grade
Education 2020	Microsoft Voucher funds	Credit recovery and CAHSEE support	Students continue to fail classes and require credit recovery
Rtl	Title 1 professional development/SIG funds	Ensure master schedule placement for interventions is correct, also progress monitoring is on-going for students at-risk	Students are not making necessary accelerated growth, Interventions and progress monitoring of students

AVID	School site EIA funds	Students require skills and strategies for college going culture	Not enough students are applying and being accepted to colleges and universities
MESA	School site EIA funds	Math Science and Engineering are specific areas of focus for this high school through the Engineering Academy	Students require relevant curriculum that prepares them for rigorous course work and college access.
debate	School Site EIA	Oratory and Speech skills are necessary in providing rigorous curriculum	Students are not challenged with academic competitions and require this opportunities for growth
freshman academies	General fund teachers	Provide the necessary support for 8 th graders transitioning to high school	Many student fail initial classes in high schools. They require a smaller learning community for success
College Bound	Title1	Students and their families will receive Saturday workshops on college and career readiness	Percentage of students going to college and universities needs to be higher
College Board / Spring Board Curriculum	SIG Grant	Provides students with AP- Pipeline and rigorous support for content	Low enrollment in AP classes. Access and opportunity must be increased, increase AP pass rate
PSAT	PI funds	Students having access to PSAT do better on SAT.	Students will take the PSAT in 9 th , 10 th and 11 th grade to increase scores on SAT
AP class expansion	General fund/GATE And SIG	Support the rigorous curriculum expansion for all	Low enrollment and pass rate for AP courses.

As part of the district's support of school improvement, we will be taking the following actions that

have proven successful in rapidly improving districts:

- ✓ Restructuring to ensure that all efforts, functions, policies, and actions are supporting the improvement effort.
- ✓ Development of a district-wide improvement orientation
- ✓ Cultivating shared responsibility for implementation of the intervention model.
- ✓ Strategically allocating and targeting human and fiscal resources
- ✓ Aligning district systems and structures to support district and school improvement efforts.
- ✓ Aligning policies to support district and school improvement efforts.
- ✓ Establishing and communicating a district-wide improvement strategy, including a vision and specific goals for improvement.
- ✓ Developing and communicating policies, mandates and new programs
- ✓ Establishing and maintaining a focus on equity
- ✓ Coordinating and monitoring district-wide improvement strategies

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response

Compton Unified School District has aligned its transformation strategies with the following major DAIT recommendations:

1. Provide technology infrastructure to all schools to provide all students and staff access to computers and the internet, and access data for instructional decision making (*i.e., establishing computer labs, utilizing iPods for student engagement and real-time assessment*).

- ◆ Data Driven Classroom is used district-wide to analyze student data. In the first 6 months of the exams system, we have facilitated the testing of 82% of all students, scanned 50,000 answer sheets, and seen a 1200% increase in activity on the website.
- ◆ Web Master has been hired.
- ◆ Computer Lab/Smart Classroom-none.
- ◆ Number of persons that have received training: administrators 43; program specialists-37; special education 34; site teachers/counsels 311.
- ◆ Number of visits to DDC website: January 2010 1,676; February 2010 3,508.

2. Provide intervention materials for all students who qualify (*i.e., Read 180, Fast Forward, Buckle Down*).

- ◆ Three of four high schools with Reading Intervention teachers implemented Read 180 for SWD at the high schools. Centennial-41%, Compton-21%, Dominguez-27%, Chavez-0%.
- ◆ All secondary schools received training on the standards-based instruction template including annotation of state adopted textbooks for explicit instruction.
- ◆ All high school teachers in core content areas - English, Math, Social Studies and Science completed 4 of the 5 mandatory collaborative curriculum planning sessions (1/2 day).
- ◆ System 44 materials have been ordered and received by secondary schools. 21 SPED teachers received a full day of Professional Development on the uses of System 44 on February 17th.
- ◆ SBI template continues to be monitored by using NCUST classroom observation guide, and

percentage of students tested on Benchmark 2 using data driven.

3. Increase instructional rigor and academic expectations for all students (*i.e., providing time for teachers to collaborate on long-term and lesson plans and assessments, providing time for teachers to observe one another*).

1. Conduct classroom walk-through using rigor/relevance template.
2. Continue to infuse Instructional Rounds in Principals Network.
3. Use principals network to develop principals' knowledge and skills.
4. Train new principals and any untrained site administrators.
5. Train curriculum specialists and classroom teachers on effective strategies for rigor and relevance.
6. Provide ongoing support for principals and teachers in using Seven Step Lesson Plan.
7. Implement the "College Bound and Career Ready" Initiative: ARCHES Grant-Algebra Academies (Saturdays).
8. Compton Math Initiative (Math Academies); AP Readiness; College Bound Scholars Programs; Spring Board English and Math; Academy Secondary Reform Initiative.
9. Students in district grades 1 through 12 take STAR Reading assessment and know their reading range and individual Accelerated Reader point goal.
10. Students' independent reading and comprehension monitored data automatically reported to teachers and administrators.
11. Kindergarten and struggling primary students take the STAR Early Literacy assessment on a monthly basis to identify skills mastered and needing support.

4. Provide content experts and coaches for teachers and administrators (*i.e., providing schools with math, ELA, EL, and Rtl coaches to build capacity of teachers to reach struggling learners, providing coaches and professional development for administrators to sustain transformation strategies*).

- ◆ Monthly meetings and communication with LACOE representatives.
- ◆ Weekly specialists' meetings 1st semester and monthly coaches' meetings 2nd semester.
- ◆ Open Court training for teachers of SWD for core program and intervention supplemental materials.
- ◆ All specialists trained to facilitate PLC/Rtl process and pilot schools trained extensively on the process.
- ◆ Grade-specific district-wide trainings on meeting the needs of culturally diverse students (including SDAIE strategies, strategies for English only students, and strategies for students who speak African American Vernacular English).
- ◆ Program specialists attend training with curriculum specialists.

5. Provide maximum amount of instructional time for all students by increasing attendance (*i.e., providing time for teachers to collaborate in small learning communities to devise strategies for student engagement and parent outreach*).

1. Professional development for site administrators on discipline intervention protocols.
2. Monthly dissemination of student suspensions, by school, at the principals' meetings.
3. Early identification, through SST, of causes for students' behavioral problems and

providing appropriate on-site intervention.

4. Use on-site alternatives to suspension such as time-out room, counseling session, detention, or parent involvement.
5. Expansion/Replication of the TeamBuilders program, a District Suspension Center that provides intensive intervention.
6. Ongoing staff development of site administrators on the District's attendance progressive intervention protocol.
7. Ongoing implementation of the Abolish Chronic Truancy (ACT) Program for elementary schools, a partnership with the District Attorney's Office.
8. Use of the SART process at the school site level and making the SARB referral when absenteeism persists.
9. Continue the implementation of the Attendance Support Center, a collaborative between law enforcement, the juvenile court & pupil services that provides intervention for secondary students who are caught being truant.
10. On-going and regular absence verifications by the school site (Attendance clerks, Teachers, and CRS)
11. Provision of Short Term Independent Study to all students who might miss school due to family travel or other valid circumstances.
12. Provision of trained day-to-day Attendance Clerk substitutes upon request by the school sites.
13. Accurate and timely reporting of attendance by teachers
14. Close monitoring of attendance roll scanning by the Attendance Clerks and disseminating information to Principals.
15. Dissemination of Monthly Attendance Rates, by school, in the Principals' meetings.
16. Promoting awareness of the importance of attendance and ADA through the District KIC (Kids in Class) Program.

6. Establish mandatory professional development for teachers and administrators focused on teaching mastery of state content standards (*i.e., providing time for teachers to collaborate on long-term and lesson plans, providing schools with math, ELA, EL, and Rtl coaches to build capacity of teachers to reach struggling learners*).

- ◆ Complete all Standards Based Instruction (SBI) Templates to increase the rigor and mastery of standards for the core content courses in middle and high schools. Complete district benchmarks to SBI templates.
- ◆ Timely distribution of Standards-based instruction templates.
- ◆ Planning stages-due April 2010.
- ◆ Monitoring preempted due to lack of materials and slow start.
- ◆ Spring Board is being implemented at about a 25% rate at the high schools with a plan for a better implementation next year. This was due to the materials being received so late.
- ◆ According to the principal at Vanguard, Spring Board is being implemented at an 80% fidelity rate. Similarly, the principal at Enterprise said that the program is being implemented at a 70% fidelity rate.

7. Ensure full implementation of the PLC/RTI process based on ongoing cycle of inquiry by all collaborative teams (*i.e., providing instructional coaches who will build the capacity of teachers to reach learners who struggle, providing time for teachers to collaborate on long-term and lesson plans and assessments*).

1. Provide facilitated collaboration based on data for teachers and administrators using the PLC model. Use benchmark data for purpose of identifying appropriate instruction.
2. Monitor principals and other site administrators on PLCs.
3. PLC books, planner and DVDs to site Leaders – monitor use of PLC.
4. Provide on-site school support to PI schools.
5. Train Leadership team to lead the PLC/RTI model provided RTI training through Bill Tollestrup to several stakeholder groups – Principals, Specialists, High School Teams, and Counselors/Psychologists.
6. Examine all intervention courses for effectiveness and ongoing professional development needs.
7. Identify additional progress monitoring assessments.
8. Ensure that every Single Site Plan is aligned with the LEAP Plan.
9. Secondary and Elementary RTI district teams are currently planning with pilot schools for RTI implementation. High School site visits have begun with Consultant Vanderwood.
10. District-wide Leadership training on RTI model and closely integrate RTI with PLC was completed and we continue to provide site level support.
11. Provide training to principals, specialists, counselors and teachers on the use of STAR Reading data for RTI to identify and evaluate students' instructional needs and effectiveness of interventions.
12. RTI books to Principals, APs, Directors and Curriculum Specialists are being used for PLC and will be closely monitored.
13. Professional Learning Communities is based on and driven by data (benchmarks).
14. Data is critical component of every PLC and monitored.
15. Identify re-teaching and other intervention strategies as direct growth from examination of data.
16. All schools will implement the Continuous Improvement Model: Plan, Do, Study, Act.

8. Administer regular common assessments and provide data to students and staff to be reviewed during quarterly for the purposes of modifying interventions (*i.e., providing time for teachers to collaborate on long-term and lesson plans and assessments, providing coaches who will facilitate data analysis and build the capacity of teachers to make instructional decisions based on formative assessment data*).

1. Formula for standards-based pacing to ensure all standards are taught before the administration of high stakes testing will be reviewed regularly to monitor standards teaching.
2. Professional development on assessment data and its meaning and power to guide instruction has been provided in DDC.
3. Implement district benchmarks to pacing schedules and standards-based curriculum.
4. On-going professional development on common assessments and use of formative data results.
5. Review and ensure pacing schedules are based on identified formula.
6. Ensure every district benchmark is aligned to standards addressed under the formula.
7. Communicate body of knowledge to be assessed to all teachers well in advance of each district benchmark.
8. Train all teachers in the meaning and use of data from benchmarks.
9. Administer the STAR Reading assessment to all students at least 3 times a year to track progress in reading ability and RTI.
10. Students receiving intervention take STAR Reading assessment weekly to determine effectiveness of reading intervention.

Train all teachers and other educators to access and interpret resulting student RTI data electronically.

vii. Modification of LEA Practices or Policies

Response:

What district policies and practices need to be revised in order to enable the schools to fully implement the intervention model?

Compton Unified School District (CUSD) and Compton Education Association (CEA) have agreed to explore the teacher contract stipulations related to teacher evaluation and tenure. This process will occur over the next six months:

Solicit input from parents/community	July to September 2010
Solicit input from school administrators	July to September 2010
Solicit input from bargaining units	July to September 2010
Solicit input from teachers	July to September 2010
Draft revised policies/procedures	October 2010
Post revisions for public comment	November 2010
Team representing stakeholders (teachers, Administrators, parents) finalize policies	December 2010
Present revised policies to the Board for adoption	January 2011
Review adopted policies with bargaining units, teachers administrators, parents and community.	September 2013

In order to dramatically boost student achievement via transformation at all eight of CUSD's priority schools, the stakeholders have agreed to review the following policies:

- Collective bargaining agreements (4100-4162): *will help frame future processes for all of the HR-related policies below*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- Staff compensation policy: *will help incentivize growth in student achievement*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- Teacher/principal evaluation policy/procedures (4113): *will help evaluations incorporate objective data on student achievement growth*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- District /school site governance procedures/policy: *will help school sites become more nimble in making reforms based on real-time data*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- Distribution of resources among schools: *will help the district allocate funding and personnel based on real-time data*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- Parental involvement policies (1000-1700): *will help galvanize meaningful parent partnerships in order to facilitate student achievement*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:
- School attendance areas and enrollment policies (5100-5119): *will help facilitate the development of magnet programs at each secondary school (i.e., business academy, math and science academy, health academy) to tap into the diverse interests of students*
 - Rationale for Selection:
 - Process for Revision:
 - Proposed Revision:

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

1) Does the district intend to request a waiver extending the funding expenditure deadline from 9/30/2011 to 9/30/2013?

Yes. Compton Unified requests a waiver to extend the School Improvement Grant Funding period through September 30, 2013.

2) What resources will be used to sustain the intervention model after the SIG funding period expires?

The District will coordinate Title I, II, III State Categorical funds (ELA-SCE, ELA-LEP) QEIA, State Block Grant Funds to provide the time and fiscal resources to support reforms initiatives. Foundational work in support of the Transformation model has been done and will impact long-term sustainability. Many of the centrally-offered services and supports provided to these eight schools already exist. This support will also continue beyond the timeline of the grant. Moreover, many of the strategies to be implemented are intended to build capacity of teachers and leaders which will also sustain the reforms. We will build determination and vision for a sustainable district-wide instructional reform by focusing on: 1) student learning; 2) a system-wide, standard-based curricula; 3) a multi-measure accountability system to inform practice; 4) instructional leadership distributed across all stakeholders; 5) strategic allocation of financial and human resources; and 6) high quality research information to inform decision making and practice.

In order to sustain student achievement, the following components will be promoted: 1) a climate of urgency regarding improved achievement for all students; 2) a sense that achievement is the primary responsibility of every staff member in the district; 3) a shared sense of the central office as a support and service organization for the schools; 4) a primary focus on improving instruction, accompanied by a high level of resources devoted to coherent professional development linked to research-based practices; 5) focused attention on analysis and alignment of curriculum, instructional practice and assessment; and 6) professional development for principals in interpreting data to make good instructional decisions.

A primary issue for our school district is human capital (knowledge, skills, and dispositions). Consequently, special emphasis will be placed on: 1) How is personnel recruited in the first place? 2) How are principals developed as leaders? 3) How are teachers helped to deliver excellent instruction?

Moreover, professional development for teachers will focus on the following areas: 1) standards/curriculum/pedagogy, 2) equity, 3) student assessment, 4) social organization of schooling, and 5) "professionalization" of teaching. Professional development for school principals will involve the following components: 1) monthly day-long conferences for principals on instructional initiatives; 2) enrollment in at least one seminar or institute; 3) support groups for principals to build leadership skills; 4) principal study groups; 5) a "buddy" system to provide peer learning and formalized mentoring for new principals; 6) inter-visitation in which principals visit

each others' schools; and 7) individualized coaching from a central office supervisor, involving a supervisory "walkthrough" of the school. Furthermore, the district will foment reliable induction systems for the new faculty and principal recruits.

In addition to investing in human resources, our district will look carefully at prioritizing our funds to address instructional needs in order to maximize our investments. We will place special attention to targeting resources to the district's "priority" schools. We will be purposeful by focusing on building the capacity of teachers and principals to continue the implementation and sustainability of transformational strategies. School budgets (general and categorical) will also align to the ongoing priorities of the Transformational Model.

The Transformation Office will continue to monitor the implementation of all transformation initiatives and reforms at each school. In addition, this office will monitor the budget to ensure that transformation activities are aligned and given top priority in each budget cycle. Also, school site councils will monitor each school's budget to ensure that effective transformation activities are continued each year.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

x. Inclusion of Tier III Schools (if applicable)

Response:

Not applicable

xi. Consultation with Relevant Stakeholders

Response:

The Compton USD began the secondary redesign process in the Fall of 2009. Several meetings were held with relevant stakeholder groups including parents, alumni groups, school site leadership, teachers, and business & community partners. The local bargaining unit members were also fully included in all meetings. School site presentations with the superintendent, Union representatives and associate superintendents occurred at each site. A presentation to the school board in April explained the involvement process as well as input from the Board of Education. The chart below clearly outlines the timeline and depth of participation for the Compton community. The minutes and agenda for the meetings are included in the application attachments.

(Cross Reference Chart in Needs Analysis for School Site Meetings)

DATE	Meeting	Participants	Purpose
March 18	District Informational meeting	Eight School Leadership teams	Meet with Superintendent to discuss SIG plans
March 22	Centennial / Dominguez Secondary Redesign with Alumni	Alumni & staff	To solicit input for secondary planning.

March 29, 30	Secondary Redesign Process	Community partners, school staff of all middle & high schools	To provide a board base of the	
Month of April 8 separate School meetings	Collaboration Meetings with Superintendent/ school site personnel	Superintendent & total school staff.	To review the models for SIG & gather input	
March 23 April 27, May 11	Board Meetings	Board of Trustees and Staff/ community	Overall plan discussion, input and approval	
April 21, 28, May 10, 17, 24	SIG Grant Facilitators meetings	District personnel	Meet to plan the support for site plans	
April /May site dates	DELAC Meetings	School site DELAC	Share with parents, public hearings	
April/May site dates	School Site Council	School Site SSC	Public hearings	
May 17, 24	CEA Meetings/District		Discuss school plans / effects	

SIG Form 4a–LEA Projected Budget**LEA Projected Budget**

Fiscal Year 2010–11

Name of LEA:	
County/District (CD) Code:	
County:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: King Elementary School	
County/District/School (CDS) Code:	
LEA: Compton	
LEA Contact: Ann Cooper	Telephone Number:
E-Mail: acooper@compton.k12.ca.us	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	1,087,330.05	1,087,330.00	1,087,330.05
1999				
1100	Curriculum Specialist Salaries	400,000.00	400,000.00	400,000.00
1100	Teacher Extra Duty (Tutoring and Programs)	159,881.52	159,881.52	159,881.52
	Teacher Salaries (Extended Day)	154,336.69	154,336.69	154,336.69
	Teacher Salaries (Jump Start)	65,180.16	65,180.16	65,180.16
1100	Teacher Professional Development	24,442.56	24,442.56	24,442.56
1900	Counselor Salaries	4,539.31	4,539.31	4,539.31
2000–	Classified Personnel Salaries			
2999	Instructional Assistant Salaries			
	Instructional Assistant Salaries	152,000.00	152,000.00	152,000.00
	Instructional Assistant Extra Duty	2,850.00	2,850.00	2,850.00
3000–	Employee Benefits			
3999	Curriculum Specialist Benefits	64,320.00	64,320.00	64,320.00
	Teacher Extra Duty (Tutoring and Programs)	22,235.68	22,235.68	22,235.68
	Teacher Salaries (Extended Day)	24,817.34	24,817.34	24,817.34
	Teacher Salaries (Jump Start)	10,480.97	10,480.97	10,480.97

	Counselor Salaries	762.60	762.60	762.60
	Instructional Assistant Extra Duty Benefits	458.28	458.28	458.28
	Instructional Assistant Salaries	24,441.16	24,441.16	24,441.16
4000–	Books and Supplies			
4999				
4400	Computers	704,000.00	704,000.00	704,000.00
4310	Instructional Supplies	133,200.00		
4200	Books	89,200.00	89,200.00	89,200.00
5000–	Services and Other Operating			
5999	Expenditures			
5000	Conferences	20,000.00	20,000.00	20,000.00
	Travel (Field Trips)	6,000.00	6,000.00	6,000.00
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support			
7380	Costs			
Total Amount Budgeted		1,998,835.75	1,998,835.75	1,998,835.75

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	1,293,868.50	1,293,868.50	1,293,868.50
1999				
1900	Counselor Salaries	4,539.31	4,539.31	4,539.31
2000–	Classified Personnel Salaries			
2999	Instructional Assistant Salaries			
	Instructional Assistant Salaries	152,000.00	152,000.00	152,000.00
	Instructional Assistant Extra Duty	2,850.00	2,850.00	2,850.00
3000–	Employee Benefits	25,9825.75	25,9825.75	25,9825.75
3999				
4000–	Books and Supplies			
4999				
4400	Computers	41,200.00	41,200.00	41,200.00
4310	Instructional Supplies	90,000.00	90,000.00	90,000.00
4200	Books	55,000.00	55,000.00	55,000.00
5000–	Services and Other Operating Expenditures			
5999				
5000	Conferences			
	Travel (Field Trips)			
6000–	Capital Outlay	20,000.00	20,000.00	20,000.00
6999				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		2,000,000.00	2,000,000.00	2,000,000.00

School Projected Budget

Fiscal Year 2010–11

Name of School: Davis Middle School	
County/District/School (CDS) Code:	
LEA:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	617,130.00	617,130.00	617,130.00
2000– 2999	Classified Personnel Salaries	4567.00	4567.00	4567.00
3000– 3999	Employee Benefits	95,044.00	95,044.00	95,044.00
4000– 4999	Books and Supplies			
4200				
5000– 5999	Services and Other Operating Expenditures	6,000.00	6,000.00	6,000.00
5000	Conferences			
	Travel (Field Trips)			
6000– 6999	Capital Outlay	217,000.00	217,000.00	217,000.00
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		939,735.00	939,735.00	939,735.00

School Projected Budget

Fiscal Year 2010–11

Name of School: Vanguard Middle School	
County/District/School (CDS) Code:	
LEA:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	617,130.00	617,130.00	617,130.00
1999				
2000–	Classified Personnel Salaries	4567.00	4567.00	4567.00
3000–	Employee Benefits	95,044.00	95,044.00	95,044.00
4000–	Books and Supplies			
4999				
4400				
4310				
4200				
5000–	Services and Other Operating Expenditures			
5999				
5000	Conferences			
	Travel (Field Trips)			
6000–	Capital Outlay			
6999				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted				

School Projected Budget

Fiscal Year 2010–11

Name of School: Walton Middle School	
County/District/School (CDS) Code:	
LEA:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	617,130.00	617,130.00	617,130.00
2000– 2999	Classified Personnel Salaries	4567.00	4567.00	4567.00
3000– 3999	Employee Benefits	95,044.00	95,044.00	95,044.00
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures	6,000.00	6,000.00	6,000.00
5000	Conferences			
	Travel (Field Trips)			
6000– 6999	Capital Outlay	192,000.00	192,000.00	192,000.00
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted				

School Projected Budget

Fiscal Year 2010–11

Name of School: Whaley Middle School	
County/District/School (CDS) Code:	
LEA:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	617,130.00	617,130.00	617,130.00
1999				
2000–	Classified Personnel Salaries	4567.00	4567.00	4567.00
2999				
3000–	Employee Benefits	95,044.00	95,044.00	95,044.00
3999				
4000–	Books and Supplies			
4999				
4400	Computers			
4310	Instructional Supplies			
4200	Books			
5000–	Services and Other Operating Expenditures	6,000.00	6,000.00	6,000.00
5999				
5000	Conferences			
	Travel (Field Trips)			
6000–	Capital Outlay	1,92,000.00	1,92,000.00	1,92,000.00
6999				
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted				

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2009–10

Name of School: Willowbrook Middle School	
County/District/School (CDS) Code: 19-73437-6057590	
LEA: Compton Unified School District	
LEA Contact: Damian Kessler, Principal	Telephone Number: (310) 898-6080
E-Mail: dkessler@compton.k12.ca.us	Fax Number: (310) 537-2932
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	617,130.00	617,130.00	617,130.00
1999				
2000–	Classified Personnel Salaries	4567.00	4567.00	4567.00
2999				
3000–	Employee Benefits	95,044.00	95,044.00	95,044.00
3999				
4000–	Books and Supplies	\$315,972.22	\$315,972.22	\$315,972.22
4999				
6000–	Capital Outlay	217,000.00	217,000.00	217,000.00
6999				
7000	Tuition AVID Tutors	\$56,000.00	\$56,000.00	\$56,000.00
7999				
Total Amount Budgeted		939,735.00	939,735.00	939,735.00

School Projected Budget

Fiscal Year 2010–11

Name of School: Centennial High School	
County/District/School (CDS) Code:	
LEA:	
LEA Contact:	Telephone Number:
E-Mail:	Fax Number:
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries	450,000	450,000.	450,000.
1999				
1100	Curriculum Specialist Salaries			
1100	Extended Day for Certified staff @ 30.00 per hour	160,000	160,000.	160,000.00
1100				
1900				
2100	AVID College Tutors @7000 per yr.	7,000.	7,000.	7,000.
2999	Employee Benefits			
	6 Intervention Teachers x 33,666.67			
	\$202,000 Total per year	202,000.	202,000	202,000
3000–	Employee Benefits			
3999				
	Instructional Assistant Salaries			
4000–	Books and Supplies			
	4200 Books (non textbook) Health Science Medical curriculum	180,000	180,000.	180,000.
4999	4310 Instructional Supplies for Classroom use, Electronic	70,000	70,000	70,000.
	4400 Instructional Equipment: Prometheus Boards, handheld devices supplemental lab supplies	196,000.	196,000.	196,000.
4400	Computers			
4310	Instructional Supplies			
4200	Books			

5000– 5999	Services and Other Operating Expenditures 5100 Trainers Professional Development	50,000	50,000.	20,000
5000	Conferences			
	Travel (Field Trips)	20,000.	20,000.	20,000.
6000–	Capital Outlay			
6999	6400 (6) Refurbished Bungalows for 9 th Grade and (1) Health Bungalow @ 60,000 ea.	100,000.00	82,000.00	
7370 & 7380	Transfers of Direct Support Costs	182,000.00	182,000.00	182,000.00
Total Amount Budgeted		1,960,000.00	1,960,00.00	1,1

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2009–10

Name of School: Dominguez High School	
County/District/School (CDS) Code: 19-73437-1932326	
LEA: Compton Unified School District	
LEA Contact: Carlos G. Manrique	Telephone Number: (310) 639-4321 x 55085
E-Mail: cmanrique@compton.k12.ca.us	Fax Number: (310) 604-0821
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999	3 fulltime Reading Intervention teachers	\$490,000	\$490,000	\$490,000
	2 fulltime ELD teachers			
	2 fulltime Mathematics Enrichment teachers			
	Extra Duty for 100 teachers for 30 minutes extended day	\$585,000	\$585,000	\$585,000
	9 th grade Summer Bridge Teachers(12)			
		\$47520	\$47520	\$47520
2000–	Classified Personnel Salaries			
2999	7 fulltime teacher assistants (\$30,000 each/ \$210,000 total)	\$210,000	\$210,000	\$210,000
	Attendance Counselor –Truancy Prevention			
		\$70,000	\$70,000	\$70,000

3000–	Employee Benefits			
3999	7 teachers (\$10,000 each/ \$70,000 total) 7 classified (\$10,000 each/ \$70,000 total) Attendance Counselor to support students with excessive absences and tardies. \$10,000 benefits per year	\$140,000 \$10,000	\$140,000 \$10,000	\$140,000 \$10,000
4000–	Books and Supplies			
4999	Read 180 materials (\$10,000 per class/\$30,000 total) ELD materials (\$10,000 per class, \$20,000 total) Promethium White Boards 35 white boards for teachers Systems 44 – researched based literacy program to support struggling readers. \$500 per student Library improvement including book shelves, books, library software, computers	\$50,000 \$105,000 \$30,000 \$50,000	\$50,000 \$105,000 \$30,000 \$50,000	\$50,000 \$105,000 \$30,000 \$50,000
5000– 5999	Services and Other Operating Expenditures Professional Learning Communities Conference (including hotel expenses) Travel Pyramid Response to Intervention 2-Day Workshop	\$29,889 \$20,000 \$22,943	\$29,889 \$20,000 \$22,943	\$29,889 \$20,000 \$22,943

	Traveling expenses	\$5000	\$5000	\$5000
	Response to Intervention in Math 2- Day Workshop Date/Location December 8-9, 2010	\$22,943	\$22,943	\$22,943
	Traveling expenses	\$5000	\$5000	\$5000
	Parent Meetings –bimonthly meeting to increase students achievement	\$10,000	\$10,000	\$10,000
6000–	Capital Outlay			
6999	Rental of Xerox machine and printing expenses	\$50,000	\$50,000	\$50,000
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,953,295	\$1,953,295	\$1,953,295

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

<u>Activity</u>	<u>Object Codes</u>
For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed.	1000–2999
Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately.	3000–3999
Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at \$100 per month x 20 months = \$2,000.	4000–4999
Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan.	5000–5999
Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan.	6000–6999

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: King Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Computers for 2 labs (60 computers) 2 labs on Campus to provide improved technology and Intervention support for all students using Standards based instructional program.	90,000.00	4400
Wiring of the computer lab and classrooms	10,000	6200
Printers for computer lab & classrooms	36,000	4400
Desks & Chairs for Computer—improve and build the lab	10,000	6200
Computer Lab Aides (2) to provide support in the labs with instructional technology and learning Benefits	150,000.00 24,000	2100 3202
Promethean Boards in every classroom for Interactive	60,000	4200
Read 180 Program for intervention instruction for 60 4 th and 5 th grade students	60,000.	4200
Imagine Learning-computer program for English Language Learners and struggling readers	3,500	4400
• Training/Installation	3,500	4400
• Licenses (400) @ 150/child	180,000	4400

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: King Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Success Maker Computer program for struggling readers		
• Installation on 30 computers	34,500	4400
• Wiring/Training	6,700	4400
Early Start School Year-5 days prior to district contractual start. Students will attend ½ days to to complete assessments		
• 4 hours/day x 36 teachers @ 28.29/hr	20,368	3101
• Benefits	3,275.03	3101
Extended Learning Day- School will be extended 1 hour/day, 4 days/week to provide additional instructional time for all students	186,624.00	1100
0.5 hour/day x 4days/week x 36 weeks x \$72/hr Benefits	30,009.00	3101
	.	
		3101
Summer Academy	117,020	1100
• 12 teachers for summer school: provide language arts and writing instruction to 200 students.		
12 teachers x 23 days x 5 hrs/day x\$28.29/hr		

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: King Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Summer School Administrator-participate and monitor the summer program.	24,462	1300
Health Assistant: provide health related services to participating students during summer academy <ul style="list-style-type: none">23 days x 5hrs/day x \$12.50	5,376	2200
Campus Security Assistant (1): provide safety related services to participating students during summer academy 23 days x 5hrs/day x \$12.50	4,311	2200
Library Assistant (1): provide extended library services to students during summer academy 23 days x 5hrs/day x \$11.63	4,014	2100
Clerical Support Person (1): provided instructional data and professional development support for teachers and students during summer academy 23 days x 5hrs/day x \$13.75	7,593	2400
<ul style="list-style-type: none">Benefits for all summer school staff	16,494	3100
Parent Involvement Meetings and Visits Extra Duty Monthly progress meetings with parents <ul style="list-style-type: none">(5hrs/teacher x 31 teachers x 9 months x \$28.29/hr) Share student data and information with parents regarding student progress.	118,393	1100
<ul style="list-style-type: none">Benefits	16,992	3100

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: King Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Grade level parent meetings to provide instruction on curriculum and standards (33 teachers x 1 hr/month X 9 months x \$28.29/hr.	25,206.	1100
• Benefits	3,903.36	3100
Community Relations Specialist –Support during Parent meetings (12 hrs/month x 9 months x 18.20	5,896	2200
• Benefits	943.36	3101
Professional Development Training for Teachers: Thinking Maps, Academic Vocabulary, Write from the Beginning, Universal Access, SWUN math Professional Learning Communities	100,825.56	1100
• 6 trainings x 6 hours/training x 28.29/hr x 33 teachers		
• Take One		
• Benefits	16,132	3100
Professional Development Training (6 days of training)	30,000	5100
Conferences: NCUST, NCTM, CAFE, PLC Registration fees substitutes for staff attending		
Visits to High Performing Schools and Peer observations	64,800	1100
• 4 days/teacher x 36 teachers x \$150/day/sub		
Intervention Teachers- Two highly qualified teachers To provide intervention services and and support to students in the learning center as part of the Rtl model	300,000	1100
Benefits	48,000	3100

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: King Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Supplies for Students: <ul style="list-style-type: none">• Student notebooks/binders for intervention• computer printer supplies• incentives for Accelerated Reader/• attendance/ good behavior	90,000	4300
Reading Books for students <ul style="list-style-type: none">• Culturally relevant literature for classrooms• Accelerated reader books for the library	55,000	4200
Furniture <ul style="list-style-type: none">• Kidney Tables for classrooms for small Group instruction	20,000	6200
Video Conferencing Materials, delivery, set-up/ Installation,	25,000.00	6400
Technician	5,000	2000

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Davis Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Extend the day by 30 minutes to create an Intervention period to increase achievement for all students. 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) = 380,000.00	380,000.00	1100
<ul style="list-style-type: none"> Benefits = 61,104.00 6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer	61,104.00	
12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour	39,040.00	1100
<ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year One school administrator will monitor summer school academies		
<ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154.00 per year One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the	8,154.00	1100
<ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour	1,437.00	2900
<ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63 = \$1,338.00 per year One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.	1,338.00	2000
<ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58 = \$1,792.00 per year Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies	1,792.00	2000
<ul style="list-style-type: none"> Total = \$5,498.00 	5,498.00	3000

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Davis Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools. <ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	150,000.00	1100
Professional Development Teachers <ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year 	2,000.00	5800
<ul style="list-style-type: none"> Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics 		
<ul style="list-style-type: none"> Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 	13,050.00	1100
<ul style="list-style-type: none"> Training for Promethian Boards \$4,000 per year 	4,000.00	5800
Interactive technology to reinforce educational classrooms <ul style="list-style-type: none"> 35 Computers @ \$1,500 =\$52,000 per year 	52,000.00	6300
<ul style="list-style-type: none"> Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 	90,000.00	6300
<ul style="list-style-type: none"> READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 	50,000.00	6300
Video Conferencing Materials, delivery, set-up/ Installation	20,000.00	6400
Technician	5,000	2000

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Davis Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<ul style="list-style-type: none">•••	150,000.00	1100
	24,120.00	
	2,000.00	
	13,050.00	
	4,000.00	
	52,000.00	
	90,000.00	
	5,000.00	

SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Vanguard Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none"> 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none"> Total =\$5,498.00 	<p>380,000.00</p> <p>39,040.00</p> <p>8,154. 00</p> <p>1,437.00</p> <p>1,338.00</p> <p>1,792.00</p> <p>5,498.00</p>	<p>1100</p> <p>1100</p> <p>1100</p> <p>1100</p> <p>2100</p> <p>2100</p> <p>3000</p>

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Vanguard Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.</p> <ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	174,120.00	1100
<p>Professional Development Teachers</p> <ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 Training for Promethian Boards \$4,000 per year 	<p>13,050.00</p> <p>4,000.00</p>	<p>1100</p> <p>5800</p>
<p>Interactive technology to reinforce educational classrooms</p> <ul style="list-style-type: none"> 35 Computers @ \$1,500 =\$52,000 per year Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 	140,000	6300
Video Conferencing Materials, delivery, set-up/ Installation	20,000.00	6400
Technician	5,000	2000

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Walton Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none"> 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none"> Total =\$5,498.00 	<p>380,000.00</p> <p>39,040.00</p> <p>8,154. 00</p> <p>1,437.00</p> <p>1,338.00</p> <p>1,792.00</p> <p>5,498.00</p>	<p>1100</p> <p>1100</p> <p>1100</p> <p>1100</p> <p>2100</p> <p>2100</p> <p>3000</p>

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Walton Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.	150,000.00	1100
<ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	24,120.00	3100
Professional Development Teachers		
<ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 Training for Promethian Boards \$4,000 per year 	13,050.00	1100
	4,000.00	5800
Interactive technology to reinforce educational classrooms	140,000	6300
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Video Conferencing Materials, delivery, set-up/ Installation	20,000.00	6400
Technician	5,000	2000

SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none"> 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none"> Total =\$5,498.00 	<p>380,000.00</p> <p>39,040.00</p> <p>8,154. 00</p> <p>1,437.00</p> <p>1,338.00</p> <p>1,792.00</p> <p>5,498.00</p>	<p>1100</p> <p>1100</p> <p>1100</p> <p>1100</p> <p>2100</p> <p>2100</p> <p>3000</p>

School Budget Narrative
SIG Form 5b—School Budget Narrative

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School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.	150,000.00	1100
<ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	24,120.00	3100
Professional Development Teachers		
<ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 	13,050.00	1100
<ul style="list-style-type: none"> Training for Promethian Boards \$4,000 per year 	4,000.00	5800
Interactive technology to reinforce educational classrooms	140,000	6300
<ul style="list-style-type: none"> 35 Computers @ \$1,500 =\$52,000 per year Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 		
Video Conferencing Materials, delivery, set-up/ Installation, and technician	25,000.00	6400

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School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none"> 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none"> Total =\$5,498.00 	<p>380,000.00</p> <p>39,040.00</p> <p>8,154. 00</p> <p>1,437.00</p> <p>1,338.00</p> <p>1,792.00</p> <p>5,498.00</p>	<p>1100</p> <p>1100</p> <p>1100</p> <p>1100</p> <p>2100</p> <p>2100</p> <p>3000</p>

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Willowbrook Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.	150,000.00	1100
<ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	24,120.00	3100
Professional Development Teachers		
<ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 	13,050.00	1100
<ul style="list-style-type: none"> Training for Promethian Boards \$4,000 per year 	4,000.00	5800
Interactive technology to reinforce educational classrooms	140,000	6300
<ul style="list-style-type: none"> 35 Computers @ \$1,500 =\$52,000 per year Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 		

SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Willowbrook Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none"> 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers) \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none"> 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none"> Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none"> 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none"> Total =\$5,498.00 	<p>380,000.00</p> <p>39,040.00</p> <p>8,154. 00</p> <p>1,437.00</p> <p>1,338.00</p> <p>1,792.00</p> <p>5,498.00</p>	<p>1100</p> <p>1100</p> <p>1100</p> <p>1100</p> <p>2100</p> <p>2100</p> <p>3000</p>

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

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School Name: Walton Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.</p> <ul style="list-style-type: none"> 2 Teachers x 75,000 (salary) = \$150,000.00 Teacher Benefits 75,000 x 16.08% = 24,120.00 	174,120.00	1100
<p>Professional Development Teachers</p> <ul style="list-style-type: none"> Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 Training for Promethian Boards \$4,000 per year 	<p>13,050.00</p> <p>4,000.00</p>	<p>1100</p> <p>5800</p>
<p>Interactive technology to reinforce educational classrooms</p> <ul style="list-style-type: none"> 35 Computers @ \$1,500 =\$52,000 per year Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 	140,000	6300
Video Conferencing Materials, delivery, set-up/ Installation, and technician	25,000.00	6400

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School Budget Narrative

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School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none">• 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers)• \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none">• 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none">• Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none">• Total =\$5,498.00		

School Budget Narrative
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School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.</p> <ul style="list-style-type: none"> • 2 Teachers x 75,000 (salary) = \$150,000.00 • Teacher Benefits 75,000 x 16.08% = 24,120.00 <p>Professional Development Teachers</p> <ul style="list-style-type: none"> • Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year • Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics • Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 • Training for Promethian Boards \$4,000 per year <p>Interactive technology to reinforce educational classrooms</p> <ul style="list-style-type: none"> • 35 Computers @ \$1,500 =\$52,000 per year • Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 • READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 		

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Whaley Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Willowbrook Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Extend the day by 30 minutes to create an Intervention period to increase achievement for all students.</p> <ul style="list-style-type: none">• 160 (# of days) x \$34.00 (Average per diem) days x 30 minutes x 70 (# of Teachers)• \$380,000.00 per year <p>6-Week Summer School Intervention and Enrichment Academy for grades 6-8 students and Summer</p> <p>12 teachers will provide instruction for 200 students for 23 days (6 weeks), 5 hours a day at the rate of \$28.29 an hour</p> <ul style="list-style-type: none">• 12 x 23 x 5 = \$39,040.00 per year <p>One school administrator will monitor summer school academies</p> <ul style="list-style-type: none">• Principal compensation is at the rate of \$8,154. 00 per year <p>One Campus Security Assistant to provide safety related services to participating students during the Summer Academies for 23 days, 5 hours a day at the</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$12.50 = \$1,437 per year <p>One library Assistant to provide extended library services to students during Summer Academies for 23 days, 5 hours a day at the rate of \$11.63 an hour</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$11.63= \$1,338.00 per year <p>One health Assistant to provide health related services to participating students during the Summer Academies for 23 days, 5 hours a day at the rate of 15.58 an hour.</p> <ul style="list-style-type: none">• 1 x 23 x 5 x \$15.58= \$1,792.00 per year <p>Employee Benefits for (1) Administrators, (12) Teachers and (4) classified employees for Summer academies</p> <ul style="list-style-type: none">• Total =\$5,498.00		

School Budget Narrative
SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Willowbrook Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>2 Curriculum Demonstration Lab Teachers to teach, model, and plan curriculum units for specific content areas. Also, to lead professional development for content areas and professional learning communities for school and all middle schools.</p> <ul style="list-style-type: none"> • 2 Teachers x 75,000 (salary) = \$150,000.00 • Teacher Benefits 75,000 x 16.08% = 24,120.00 <p>Professional Development Teachers</p> <ul style="list-style-type: none"> • Take One (National Board for Professional Teaching Standards) = \$2,000.00 per year • Extra time for teachers to collaborate, plan, and observe other teachers in same content area that have demonstrated success with similar demographics • Teacher Salaries 15 teachers x 3hrs. a month x 10 mths x \$29.00 Total =13,050.00 • Training for Promethian Boards \$4,000 per year <p>Interactive technology to reinforce educational classrooms</p> <ul style="list-style-type: none"> • 35 Computers @ \$1,500 =\$52,000 per year • Promethian Boards (ActivBoard+2 Fixed 387PRO with LCD Projector) 20 Promethian Boards @ \$4,500 =\$90,000 • READ 180 Program/Software for Intervention Program Total cost \$50,000 per year 		

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Willowbrook Middle School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Centennial Hlgh School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Centennial High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Dominguez High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
3 fulltime Reading Intervention • (\$70,000 each/\$210,000 total)	210,000.00	1000
2 fulltime ELD teachers • (\$70,000 each/\$140,000 total)	140,000.00	1000
2 fulltime Mathematics Enrichment teachers • (\$70,000 each/\$140,000 total)	140,000.00	1000
7 fulltime teacher assistants • (\$30,000 each/ \$210,000 total)	210,000.00	1000
7 teachers (\$10,000 each/ \$70,000 total)	70,000.00	1000
7 classified (\$10,000 each/ \$70,000 total)	70,000.00	1000
Read 180 materials • \$10,000 per class/\$30,000 total		4000
Professional Learning Community Training For Teachers	29,889.00	
• 7 English Teachers (\$1107 each/\$7749 total)	20,889.00	5200
• 5 Mathematics (\$1107 each/\$5535 total)		5200
• 5 History (\$1107 each/\$5535 total)		5200
• 5 Science (\$1107 each/\$5535 total)		5200
• 5 Leadership team (\$1107 each/\$5535 total)		5200
• 5 Leadership team (\$1107 each/\$5535 total)	20,000.00	5200
Response To Intervention Training for Math Teachers		5200
• 2-Day Workshop and Training (22,943.00)		
• Traveling Expenses (5000.00)		
Extended Day for 30 Minutes for teachers • Teacher Salaries	585,000.00	1100
Parent Meetings • bimonthly meeting to increase student • achievement	10,000.00	1100

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Dominguez High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
9th grade Summer Bridge to support students transitioning into high school. This will be a six-week program serving 360 students. <ul style="list-style-type: none">• 12 teachers @ 30.00 an hour for 5 hours a day• 165.00 a day= 3,090 per teacher• 47,520.00 per year	47,520.00	1100
Attendance Counselor to support students with excessive absences and tardies <ul style="list-style-type: none">• 80,000.00 salary/benefits per year	80,000	1100
READ 180/ Systems 44 for struggling readers <ul style="list-style-type: none">• 500.00 per student for a total of 60 students = \$30,000.	30,000	4000
Library bookshelves, software and books	50,000	4000

Certificated Supervisors' and Administrators' Salaries
1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries

2100 Classified Instructional Salaries
2200 Classified Support Salaries
2300 Classified Supervisors' and Administrators' Salaries
2400 Clerical, Technical, and Office Staff Salaries
2900 Other Classified Salaries

3000–3999 Employee Benefits

3101 State Teachers' Retirement System, certificated positions
3102 State Teachers' Retirement System, classified positions
3201 Public Employees' Retirement System, certificated positions
3202 Public Employees' Retirement System, classified positions
3301 OASDI/Medicare/Alternative, certificated positions
3302 OASDI/Medicare/Alternative, classified positions
3401 Health and Welfare Benefits, certificated positions
3402 Health and Welfare Benefits, classified positions
3501 State Unemployment Insurance, certificated positions
3502 State Unemployment Insurance, classified positions
3601 Workers' Compensation Insurance, certificated positions
3602 Workers' Compensation Insurance, classified positions
3701 OPEB, Allocated, certificated positions
3702 OPEB, Allocated, classified positions
3751 OPEB, Active Employees, certificated positions
3752 OPEB, Active Employees, classified positions
3801 PERS Reduction, certificated positions
3802 PERS Reduction, classified positions
3901 Other Benefits, certificated positions
3902 Other Benefits, classified positions

4000–4999 Books and Supplies

4100 Approved Textbooks and Core Curricula Materials
4200 Books and Other Reference Materials
4300 Materials and Supplies
4400 Noncapitalized Equipment
4700 Food

5000–5999 Services and Other Operating Expenditures

5100 Subagreements for Services
5200 Travel and Conferences
5300 Dues and Memberships
5400 Insurance

Object of Expenditure Codes, Page 2

5000–5999 Services and Other

5500 Operations and Housekeeping Services
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund

5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay

6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition

7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out

7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service

7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

SIG Form 6—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	
Authorized Executive:	
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☐ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
King Elementary	6023782		X						X			2,000.000.
Davis Middle School	6066732		X						X			2,000.000.
Vanguard Learning Center	6057574			X					X			2,000.000.
Walton Middle School	6061279		X						X			2,000.000.
Whaley Middle School	6057582		X						X			2,000.000.
Willowbrook Middle School	6057590			X					X			2,000.000.
Centennial High School	1931567		X						X			2,000.000.
Dominguez High School	1932326		X						X			2,000.000.

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: King Elementary School Tier <input type="checkbox"/> Tier I <input checked="" type="checkbox"/> Tier II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA Revised June 17, 2010	Technology-based Supports. Computer Lab.	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Davis Middle School Tier <input checked="" type="checkbox"/> I or Tier II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA	Technology-based Supports The school will become equipped with two fully-functional computer labs	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Vanguard Learning Center Tier I or Tier <input checked="" type="radio"/> (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA	Technology-based Supports The school will become equipped with two fully-functional computer labs	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Walton Middle School Tier <input type="checkbox"/> or Tier II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA	Technology-based Supports The school will become equipped with two fully-functional computer labs	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Whaley Middle School Tier <input checked="" type="checkbox"/> I or Tier II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA	Technology-based Supports The school will become equipped with two fully-functional computer labs	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Willowbrook Middle School		Tier I or Tier <input checked="" type="checkbox"/> (circle one)				
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: _____ LEA <u> X </u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RPR	Hire Certificated Personnel to Implement Transformation Model.	8/01/10 thru 6/15/13	2,534,814		SIG and Title I	School Principal
RPR	Hire Classified Personnel Including two Computer Lab Technicians, six Instructional Assistants, and two Mental Health Assistants	8/01/10 thru 6/15/13	\$575,553		SIG and Title I	School Principal
TA	Purchase Instructional materials to support the implementation of a Response to Intervention	8/01/10 thru 6/15/13		SIG, Title I, SCE, LEP, and Title III	\$643,600	School Project Facilitator
PD	Professional Development	8/01/10 thru 6/15/13	\$116,500	SIG, Title I, SCE, LEP, and Title III	\$116,500	School Principal Department Chairs
TA	Technology-based Supports The school will become equipped with two fully-functional computer labs	8/01/10 thru 6/15/13	\$685,000		SIG and Title I	School Principal, Leadership Team

School: Centennial High School Tier: ☐ I or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

Total FTE required: _____ LEA X School _____ Other _____

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RP	Principal was assigned in 07/08. School Reforms are in progress. Reforms include research based professional development to meet the needs of SWD, Struggling Students and English Learners. PLC Institutes, on site visits, and Workshops	10/08-6/30/13 7/1/09-6/30/13	0	\$126,000	Fiscal Resources: General Funds, Title I, EIA (LEP/SCE) Title II, SCE, Title(SW) Other: Materials, Books for Book studies (Classrooms That Work, Professional Learning Communities, etc.)	Supt.
ES	Evaluation Committee CUSD and Compton Education meet to discuss and develop teacher and administrators evaluation criteria.	9/1/10-1/5/10	0	\$8,700	Fiscal: General Funds	Supt.
IRR	Informational meetings with all certificated staff CUSD/CEA discussion and planning meetings	4/8/10-1/5/11 9/1/10-1/5/11	0 0	0 \$8700	Other Resources: Teacher leaders and central office staff	Principal Sr. Director Human Res.
PD	Bi-monthly Take One National Board Certification Meetings Bimonthly banked time for Professional Development Peer Review/Collaboration time	3/10-6/30/11	\$7000 \$100 per person	\$100.00 per person NBST \$2500 per person	Fiscal: Targeted High Need Incentive Program Grant(THNI) for Take One California Dept of Education \$5000	Human Resources Principal
RPR Revised June 17, 2010	Career Ladder Program New Teacher Orientation	7/1/09-6/30/13 8/1/10-13	0 0	\$1500 per employee	Fiscal: Title I PD Set Aside, Title II New Teachers General Funds	Senior Director Human Resources

School: Dominguez High School Tier: ☐ I or II (circle one)

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☒ Transformation

Total FTE required: _____ LEA X School _____ Other _____

Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
RP	Principal was assigned in 07/08. School Reforms are in progress. Reforms include research based professional development to meet the needs of SWD, Struggling Students and English Learners. PLC Institutes, on site visits, and Workshops	10/08-6/30/13 7/1/09-6/30/13	0	\$126,000	Fiscal Resources: General Funds, Title I, EIA (LEP/SCE) Title II, SCE, Title(SW) Other: Materials, Books for Book studies (Classrooms That Work, Professional Learning Communities, etc.)	Supt.
ES	Evaluation Committee CUSD and Compton Education meet to discuss and develop teacher and administrators evaluation criteria.	9/1/10-1/5/10	0	\$8,700	Fiscal: General Funds	Supt.
IRR	Informational meetings with all certificated staff CUSD/CEA discussion and planning meetings	4/8/10-1/5/11 9/1/10-1/5/11	0 0	0 \$8700	Other Resources: Teacher leaders and central office staff	Principal Sr. Director Human Res.
PD	Bi-monthly Take One National Board Certification Meetings Bimonthly banked time for Professional Development Peer Review/Collaboration time	3/10-6/30/11	\$7000 \$100 per person	\$100.00 per person NBST \$2500 per person	Fiscal: Targeted High Need Incentive Program Grant(THNI) for Take One California Dept of Education \$5000	Human Resources Principal
RPR Revised June 17, 2010	Career Ladder Program New Teacher Orientation	7/1/09-6/30/13 8/1/10-13	0 0	\$1500 per employee	Fiscal: Title I PD Set Aside, Title II New Teachers General Funds	Senior Director Human Resources

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III School the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

[illegible]

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: _____ Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

School: _____ Tier: I or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: _____ LEA _____ School _____ Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight

Implementation Chart for a Tier III School

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Appendix A: SIG Rubric

**School Improvement Sub-grants Application
Section 1003(g) of the Elementary and Secondary Education Act (ESEA)**

School:

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☐ Other _____

Total FTE required: _____ LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
		School	LEA		

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
i. Needs Analysis LEA describes the process and findings of the needs assessment conducted on each school it commits to serve and the evidence used to select the intervention model to be implemented at each school. The description includes: <ul style="list-style-type: none"> • assessment instruments used • LEA and school personnel involved • process for analyzing findings and selecting the intervention model • findings on use of state-adopted standards-aligned materials and interventions 	<p>The narrative includes a thorough and complete overview of the process used to assess schools, including specific instruments used, and multiple data elements cited.</p> <p>The narrative identifies a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data.</p> <p>The narrative describes a specific and effective process for analyzing assessment findings, including meetings of appropriate LEA and school personnel and school advisory groups to review the findings and provide input on the needs analysis.</p>	<p>The narrative includes a general overview of the process used to assess schools, including specific instruments used, and multiple data elements cited.</p> <p>The narrative identifies LEA, school, and community stakeholders involved in collecting and analyzing school data, with a description of their level of involvement.</p> <p>The narrative describes a process for analyzing assessment findings, including a basic description of how LEA and school personnel and school advisory groups reviewed the findings and provided input.</p>	<p>The narrative includes limited information on the process used to assess schools, including specific instruments used, and multiple sources cited.</p> <p>The narrative does not identify appropriate LEA, school, and community stakeholders involved in collecting and analyzing school data.</p> <p>The narrative does not sufficiently describe a process for analyzing assessment findings.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<ul style="list-style-type: none"> ○ curriculum pacing and instructional time 			

<ul style="list-style-type: none"> Amount and types of staff PD, collaboration, and instructional support use of student data, alignment of resources, and staff effectiveness 	<p>The narrative includes discrete and specific findings concerning all of the areas listed in the RFA that led to the selection of the intervention.</p>	<p>The narrative includes basic findings concerning all of the areas listed in the RFA that led to the selection of the intervention</p>	<p>The narrative does not include findings concerning all of the areas listed in the RFA that led to the selection of the intervention.</p>
<p>ii. Selection of Intervention Model</p> <p>The LEA's rationale for its selection of the intervention model for each school is stated clearly and is correlated to the needs analysis for that school.</p>	<p>The narrative reflects a logical and well organized process for selecting the intervention model. The rationale for the selection demonstrates a solid connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.</p> <p>All areas of the needs analysis are discussed and linked coherently to the selected intervention, providing clear evidence that the selection is appropriate for the school.</p> <p>The narrative provides specific data from a variety of sources that explicitly supports the selection of the intervention model.</p>	<p>The narrative describes a basic process for selecting the intervention model. The rationale demonstrates a connection between assessment results, findings of current practice, and staff effectiveness in the selection the intervention model.</p> <p>All areas of the needs analysis are discussed and linked to the selected intervention.</p> <p>The narrative provides data points from several sources to support the selection of the intervention model.</p>	<p>The rationale reflects some sense of organization, but omits significant links to the needs analysis.</p> <p>Few of the needs analysis areas are discussed and/or there is little apparent correlation with the selected intervention.</p> <p>The rationale is supported by a small number of data areas and from few sources with limited specificity.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>iii. Demonstration of capacity to implement selected intervention models</p> <p>a. The LEA demonstrates its capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model(s) it has selected.</p> <p>b. Although not required, when an LEA is not applying to serve each Tier I school, it must explain why it lacks capacity to serve each Tier I school. If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, then the LEA must describe those conditions. If there are additional limiting factors, please describe them.</p>	<p>a. The LEA fully describes how it will use SIG funding and all other available resources required to implement the intervention model selected. The narrative includes extensive information on the specific use of each resource to support implementation of the planned school improvement activities.</p> <p>The description demonstrates that the LEA has fully identified the resource needs of each school and appropriately planned how resources will be used to achieve successful implementation of all activities planned for each school.</p> <p>b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides clear and substantial evidence of the existence of those barriers</p>	<p>a. The LEA describes how it will use SIG funding to implement the intervention model selected. The narrative includes general information on how resources will be used to support implementation of the planned school improvement activities.</p> <p>The description demonstrates that the LEA has considered the differing resource needs of each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation.</p> <p>b. The LEA identifies the specific barriers that preclude serving all of its Tier I schools, and provides evidence of the existence of those barriers.</p>	<p>a. The LEA provides a limited description of how it will use SIG funding to implement the intervention model selected. The narrative includes little or no information on how other resources will be used to support implementation of the planned school improvement activities.</p> <p>The description does not adequately demonstrate that the LEA has considered the differing resource needs at each school in determining how SIG funding and other LEA resources will be used to address the specific needs of each school and lead to successful implementation.</p> <p>b. The LEA marginally identifies barriers that preclude serving all of its Tier I schools, and provides limited or no evidence of the existence of those barriers.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>iv. Recruitment, screening, and selection of external providers (if applicable)</p> <p>Although not required, when the LEA intends to use external entities to provide technical assistance in selecting, developing, and implementing one of the four models, it must describe its process for ensuring their quality. The LEA describes the process that will be undertaken to recruit, screen, and select external providers including specific criteria such as experience, qualifications, and record of effectiveness in providing support for school improvement.</p>	<p>An LEA intending to use an external entity to provide technical assistance describes specific, appropriate qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.</p> <p>The narrative describes a coherent, rigorous process that the LEA will conduct in reviewing prospective providers to ensure that they meet the LEA's qualifications.</p> <p>The LEA also describes, in detail, the specific process that it will use in the selection of its external support providers from all prospective providers that meet the LEA's qualification criteria, including the specific actions and personnel involved in the selection process.</p>	<p>An LEA intending to use an external entity to provide technical assistance describes specific qualifications (including experience, qualifications, and record of effectiveness in providing support for school improvement) that the LEA will require prospective providers to meet.</p> <p>The narrative describes a process for reviewing prospective providers to ensure that they meet the LEA's qualifications.</p> <p>The LEA also describes, in general, the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria, including specific actions involved in the selection process.</p>	<p>An LEA intending to use an external entity to provide technical assistance does not adequately describe specific qualifications that the LEA will require prospective providers to meet.</p> <p>The narrative does not adequately describe the process to be used in reviewing prospective providers to ensure that they meet those qualifications.</p> <p>The LEA does not adequately describe the process that it will use to select its external support providers from all prospective providers that meet the LEA's qualification criteria.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>v. Align other resources with the interventions</p> <p>The LEA identifies all resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model.</p> <p>The LEA identifies other federal, state, LEA and/or private funding sources including other district resources the LEA will use to support SIG implementation. Examples of funds the LEA should consider include, but are not limited to: Title II, Part A funds used for recruiting high-quality teachers; or Title III, Part A funds which could be used to improve English proficiency of English learner students, and categorical block grant funds used for instructional materials and professional development.</p>	<p>The LEA explicitly identifies a number of other resources planned for use in implementing the selected school intervention models, and fully describes how these resources will support SIG implementation.</p> <p>The other resources identified clearly align with the LEA's needs analysis for each school and logically and appropriately support the implementation plan for each school.</p>	<p>The LEA identifies other resources planned for use in implementing selected school intervention models and describes how these resources will support SIG implementation.</p> <p>The other resources identified align with the LEA's needs analysis for each school and clearly support the implementation plan for each school.</p>	<p>The LEA has identified few, if any, resources planned for use in implementing selected school intervention models.</p> <p>The other resources identified minimally align with the LEA's needs analysis and lack specificity and coherence with the implementation plan for each school.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>vi. Align Proposed SIG Activities with Current DAIT Process (if applicable)</p> <p>For LEAs currently participating in the District Assistance and Intervention Team (DAIT) process, the LEA must describe how it will coordinate its DAIT work and its SIG work around the lowest-achieving schools. The description must identify the major LEA improvement actions adopted from the DAIT recommendations and describe how the LEA has aligned its proposed SIG activities with of those major LEA improvement actions.</p>	<p>The LEA provides a thorough and comprehensive description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p> <p>The narrative provides information developed through the DAIT process to inform the selection of the intervention model(s) selected for each school.</p>	<p>The LEA provides a general description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p>	<p>The LEA provides little or no description of how it will coordinate DAIT recommendations and activities identified in the LEA plan with the planned SIG implementation activities for each school.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>vii. Modify LEA Practices or Policies</p> <p>Depending on the intervention model selected, the LEA may need to revise some of its current policies and practices to enable its schools to implement the interventions fully and effectively. These may include, but are not limited to, collective bargaining agreements, the distribution of resources among schools, parental involvement policies, school attendance areas and enrollment policies, and agreements with charter organizations.</p> <p>If the LEA anticipates the need to modify any of its current practices or policies in order to fully implement the selected intervention model(s), identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision.</p>	<p>The LEA has fully developed and described in detail a comprehensive plan to modify any and all current practices or policies in order to fully and effectively implement the selected intervention model(s).</p> <p>The plan fully and clearly describes:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The rationale for their selection 3) The process for revision (that includes input from key stakeholders, including parents and collective bargaining units) 4) A description of the proposed revision and expected outcome 	<p>The LEA has developed and generally described a plan to modify practices or policies in order to fully implement the selected intervention model(s).</p> <p>The plan includes a description of:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The process for revision that includes input from stakeholders 3) A description of the proposed revision and expected outcome 	<p>The LEA has not sufficiently developed or described a plan to modify current practices or policies in order to fully implement the selected intervention model(s).</p> <p>The plan does not sufficiently describe:</p> <ol style="list-style-type: none"> 1) Which policies or practices will be revised 2) The process for revision 3) A description of the intended revision and expected outcome

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>viii. Sustain the reforms after the funding period ends</p> <p>SIG funding provided through this application must be expended by September 30, 2011, unless the LEA intends to implement a waiver to extend the funding through September 30, 2013. The LEA must state whether it intends to implement a waiver to extend the funding period and identify the resources that will be used to sustain the selected intervention after the SIG funding period expires.</p>	<p>The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has provided a clear and comprehensive plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>	<p>The LEA indicates whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has provided a basic plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>	<p>The LEA may or may not indicate whether it intends to implement a waiver to extend the funding through September 30, 2013.</p> <p>The LEA has not provided a complete plan for use of resources other than SIG funds to sustain selected intervention models and activities following expiration of the SIG funding period.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>ix. Annual Goals for Student Achievement</p> <p>The LEA has established annual goals for student achievement on the State's assessments in both reading/language arts (RLA) and mathematics that it will use to monitor each Tier I and Tier II school it commits to serve.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • Making one year's progress in RLA and mathematics • Reducing the percentage of students who are non-proficient by 10% or more from the prior year • For students who are two or more years below grade level, accelerating their progress at a rate of two years academic growth in one school year <p>Or meeting the LEA's goals established in the State's Race to the Top application</p>	<p>The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are clearly identified for each school that the LEA commits to serve.</p> <p>The goals are realistic and reflect high expectations for improved student achievement, and are based on the needs of each school.</p> <p>The plan for monitoring the identified goals is clearly described, includes specific timelines and procedures, and identifies the personnel responsible for its implementation.</p>	<p>The annual goals for student achievement are measurable, are based on the state's assessments in RLA and mathematics, and are generally identified for each school that the LEA commits to serve.</p> <p>The goals are realistic, project improved student achievement, and are based on the needs of each school.</p> <p>The plan for monitoring the identified goals is described and includes clear implementation procedures.</p>	<p>The annual goals for student achievement are not sufficiently identified for each school that the LEA commits to serve.</p> <p>The goals appear limited, project a minimal increase in student achievement, and/or are not based on the needs of each school.</p> <p>The plan for monitoring the identified goals is inadequate or is not provided.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>x. Serving Tier III Schools (if applicable)</p> <p>If applicable, the LEA has described services and activities that benefit each Tier III school the LEA commits to serve.</p>	<p>The LEA has clearly described services and activities that benefit each Tier III school.</p> <p>The LEA has clearly described activities that reflect a direct, tangible, and substantial benefit to each Tier III school the LEA commits to serve.</p> <p>The LEA has provided references to verify that the services and activities are research based. The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.</p>	<p>The LEA has generally described services and activities that benefit each Tier III school.</p> <p>The LEA has generally described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.</p>	<p>The LEA has not sufficiently described services and activities that benefit each Tier III school.</p> <p>The LEA has not clearly described activities that reflect a direct, tangible, benefit to each Tier III school the LEA commits to serve.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>xi. Consultation with relevant stakeholders</p> <p>The LEA has described its process for consulting with relevant stakeholders, including parents, regarding the LEA's application and solicited their input for the development and implementation of school improvement models in its participating Tier I and Tier II schools.</p> <p>Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.</p>	<p>The LEA clearly identifies its process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description demonstrates comprehensive consultation with relevant stakeholders regarding the LEA's application, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings.</p> <p>The LEA has provided minutes and agendas of meetings with relevant stakeholders regarding the LEA's SIG application that recount the input obtained.</p>	<p>The LEA identifies a general process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description demonstrates consultation with relevant stakeholders regarding the LEA's application, including parents and other stakeholders.</p> <p>The LEA has described meetings with relevant stakeholders regarding the LEA's SIG application, including a description of key stakeholder input that was incorporated in the LEA's SIG application.</p>	<p>The LEA does not clearly identify its process for consulting with relevant stakeholders regarding the LEA's application.</p> <p>The LEA's description does not adequately demonstrate consultation with relevant stakeholders regarding the LEA's application.</p> <p>The LEA has not sufficiently described meetings with relevant stakeholders regarding the LEA's SIG application.</p>

Rubric – LEA SIG Application

SIG Narrative Element	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
xi. Consultation with relevant stakeholders (cont.) The LEA identifies which stakeholder recommendations have been used in the development of the LEA's SIG have been used in the development of the LEA's SIG implementation plan, and discusses stakeholder input not accepted, including a rationale for rejecting that input.	The LEA has identified all significant stakeholder input, identifies input incorporated in the SIG implementation plan, discusses rejected input and provides a rationale for each rejected suggestion.	The LEA has identified significant stakeholder input, identifies input incorporated in the SIG plan, and provides a rationale for each rejected suggestion.	The LEA has not sufficiently identified significant stakeholder input; noted input incorporated in the SIG plan, or provided a rationale for each rejected suggestion.

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Implementation Chart(s)</p> <p>The LEA 's Implementation Chart(s) include actions and activities required to implement all aspects of the selected intervention model.</p> <p>The actions and activities listed are aligned with the needs analysis for the school.</p> <p>The costs of actions and activities listed are identified in the Projected Cost column</p> <p>A timeline of implementation is provided.</p> <p>The individual(s) who will be responsible for oversight and monitoring are indicated.</p>	<p>The actions and activities are clearly stated, reasonable, research-based, and contain all required elements of the selected intervention model, including those that are already being implemented, and includes some permissible activities.</p> <p>The actions and activities listed are realistic and clearly aligned with the needs analysis of the school. The description includes references to specific aspects of the needs analysis.</p> <p>The costs of actions and activities listed are identified clearly and realistically based on current LEA costs and financial practices.</p> <p>The timeline is detailed, clear, contains specific dates, and the pacing appears to be brisk but reasonable.</p> <p>The individual(s) responsible for oversight are clearly indicated. The distribution of responsibility is reasonable and realistic.</p>	<p>The actions and activities are reasonable and contain all required elements of the selected intervention model, including those already being implemented. Activities reflect strategies likely to increase student achievement.</p> <p>The actions and activities listed are aligned with the needs analysis of the school.</p> <p>The costs of actions and activities listed are identified and are generally aligned with current LEA costs and financial practices.</p> <p>The timeline is clear and the pacing appears to be appropriate.</p> <p>The individual(s) responsible for oversight are indicated.</p>	<p>The actions and activities are not clearly stated, may be unreasonable, and/or do not contain all required elements of the selected intervention model. Activities reflect strategies unlikely to increase student achievement</p> <p>The actions and activities listed are unrealistic and/or are not clearly aligned with the needs analysis of the school.</p> <p>The costs of actions and activities listed are not fully identified and/or do not appear to be generally aligned with current LEA costs and financial practices.</p> <p>The timeline is not clear, does not contain specific dates, and/or the pacing appears unreasonable</p> <p>The individual(s) responsible for oversight are not clearly indicated.</p>

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Budgets</p> <p>The LEA projected budget is complete.</p> <p>The LEA budget narrative is complete.</p> <p>The school projected budget(s) are complete.</p>	<p>The LEA projected budget is complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.</p> <p>The LEA budget narrative includes detailed information to describe LEA activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.</p> <p>The school projected budget(s) are complete, expenditures are accurately classified by object code, the full term of the grant is covered, and totals by year are provided.</p>	<p>The LEA projected budget is complete; expenditures are appropriately listed for the full term of the grant and totals by year are provided.</p> <p>The LEA budget narrative includes general information to describe LEA activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other LEA activities described for each participating school are included.</p> <p>The school projected budget(s) are complete; expenditures are appropriately listed for the full term of the grant, and totals by year are provided.</p>	<p>The LEA projected budget is incomplete, expenditures are not accurately classified by object code, or the full term of the grant is not covered.</p> <p>The LEA budget narrative includes little information to describe LEA activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other LEA activities described for each participating school are not included.</p> <p>The school projected budget(s) are incomplete, expenditures are not accurately classified by object code, the full term of the grant is not covered, and/or totals by year are not provided.</p>

Other SIG Application Components	Strong (2 points)	Adequate (1 point)	Inadequate (0 points)
<p>Budgets (cont.)</p> <p>The school budget narrative(s) are complete.</p> <p>The school and LEA budget(s) are aligned.</p>	<p>The school budget narrative(s) include detailed information to describe activities and costs associated with each object code. Budget items accurately reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.</p> <p>The LEA and school budgets are clearly aligned and, taken together, fully describe appropriate expenditures of funds in all categories that are clearly sufficient to support the design, implementation and ongoing maintenance of the proposed SIG activities. The proposed expenditures reflect research-based strategies likely to increase student achievement.</p>	<p>The school budget narrative(s) include general information to describe activities and costs associated with each object code. Budget items generally reflect the actual cost of implementing the selected intervention models and other activities described for each participating school are included.</p> <p>The LEA and school budgets are aligned and, taken together, adequately describe expenditures of funds in all categories of the proposed SIG activities. The proposed expenditures reflect strategies likely to increase student achievement.</p>	<p>The school budget narrative(s) include little information to describe activities and costs associated with each object code. Budget items do not reflect the actual cost of implementing the selected intervention models and/or other activities described for each participating school are not included</p> <p>The LEA and school budgets are not clearly aligned, the LEA has not sufficiently described expenditures of funds in categories necessary to support proposed SIG activities, and/or proposed expenditures reflect strategies unlikely to increase student achievement</p>
<p>Collaborative signatures</p>	<p>The information on collaborative partners clearly indicates support of the SIG plan by the LEA and each participating school, parents, school advisory groups, the local bargaining unit, and other stakeholders.</p>	<p>The information on collaborative partners indicates support of the SIG plan by the LEA and participating stakeholder groups.</p>	<p>The information on collaborative partners indicates little, if any, support of the SIG plan by the LEA and participating stakeholder groups.</p>

Appendix B: School Improvement Grant Model Component Acronyms

Use the following acronyms to correlate your responses in the implementation charts with the model components.

Turnaround model:

Replace the principal and grant the new principal sufficient operational flexibility. (RP)

Screen all existing staff and rehire no more than 50 percent, and select new staff. (SS)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Provide staff ongoing job-embedded professional development. (PD)

Adopt a new governance structure. (GS)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide appropriate social-emotional and community-oriented services. (SCO)

Transformation model:

Replace the principal who led the school prior to commencement of the transformed model. (RP)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals. (ES)

Identify and reward school leaders, teachers, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (IRR)

Provide staff ongoing job-embedded professional development. (PD)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide ongoing mechanisms for family and community engagement. (FCE)

Give the school sufficient operational flexibility. (OF)

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (TA)

Restart model

Select a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process. (SO)

Submit charter application to CDE (if applicable). (SCA)

Plan for or enter into contract with EMO. (CEMO)

Enroll any former student who wishes to attend the school. (ES)

Closure model

Decision reached to close school. (CS)

Enroll the students who attended the closed school in other schools in the LEA that are higher achieving. (OSE)

Ensure other schools are within proximity to the closed school. (CP)

Appendix C: School Improvement Grant Information Resources

LETTERS

Letter to Chief State School Officers – January 15, 2010

This letter announces the interim final requirements and the updated state application package for the School Improvement Grants program [PDF](#)

Letter to Chief State School Officers – December 2, 2009

This [letter](#) announces the final requirements and the state application package for the School Improvement Grants program.

NOTICES

Interim Final Requirements – January 15, 2010 [MS Word](#)

This document contains the interim final requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003 (g) of the Elementary and Secondary Education Act To local educational agencies (LEAs) in order to transform school culture and substantially raise the achievement of students attending the State's persistently lowest-achieving schools, including secondary schools. The official version will be posted in the U.S. Federal Register.

FREQUENTLY ASKED QUESTIONS

Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965 – January 20, 2010 [MS Word](#)

Final Requirements for School Improvement Grants as Amended in January 2010 – January 28, 2010 [MS Word](#)

APPLICATION

SEA Application – January 15, 2010 [MSWord](#)

OTHER SCHOOL IMPROVEMENT RESOURCES

Academic Program Survey (APS)

<http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps>

Profiles of successful California schools

<http://www.cde.ca.gov/ta/lp/vl/improvingschls.asp>

California *Education Code* (EC)

<http://www.leginfo.ca.gov/calaw.html>

District Assistance Survey (DAS)

<http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy.doc>

English Learner Subgroup Self-Assessment (ELSSA)

<http://www.cde.ca.gov/sp/el/t3/documents/t3elssa09.xls>

Essential Program Components

<http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp>

Indirect Cost Rates

<http://www.cde.ca.gov/fg/ac/ic>

Inventory of Services and Supports (ISS) for Students with Disabilities

<http://www.cde.ca.gov/sp/se/sr/documents/isswdtool.doc>

Least Restrictive Environment (LRE) Self-Assessment

<http://www.wested.org/cs/we/view/pj/204>

Single Plan for Student Achievement

<http://www.cde.ca.gov/nclb/sr/le/documents/spsaguide.doc>

The Regional Educational Laboratories (RELs)

<http://ies.ed.gov/ncee/edlabs/>

Center on Instruction

<http://www.centeroninstruction.org/>

A collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Part of the Comprehensive Center network, the Center on Instruction is one of five content centers serving as resources for the 16 regional U.S. Department of Education Comprehensive Centers. This resource provides links for topic-based materials, syntheses of recent research, and exemplars of best practices.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Established in 2002, the What Works Clearinghouse (WWC) is a central and trusted source of scientific evidence for what works in education.

An initiative of the U.S. Department of Education's Institute of Education Sciences, the WWC:

- Produces user-friendly [practice guides](#) for educators that address instructional challenges with research-based recommendations for schools and classrooms;
- Assesses the rigor of research evidence on the effectiveness of [interventions](#) (programs, products, practices, and policies), giving educators the tools to make informed decisions;
- Develops and implements [standards](#) for reviewing and synthesizing education research; and
 - Provides a public and easily accessible [registry of education evaluation researchers](#) to assist schools, school districts, and program developers with designing and carrying out rigorous evaluations.